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summer 1979

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CATALOGUE ISSUE 1979-1980

NONDISCRIMINATORY POLICY

Meredith College admits women students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973. The vice president for business and finance at Meredith coordinates the College's nondiscriminatory policy on the basis of handicap.

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A correspondence list may be found on page 144.

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PRESIDENT'S MESSAGE

As early as 1835 when she was merely an idea, through the signing of her charter in 1891, and as recently as today, Meredith has been a college defined by her possibilities. Her very nature and purpose encourage potential and minimize limitations.

From her beginning, Meredith has been a step ahead of her time in developing the potential of her students, and she continues with fundamental commitment that encourages them to appreciate learning and human development as life-long processes, to realize their worth as individuals, to acquire sound knowledge in the arts, sciences, and humanities, and to develop skills in analytical thought and communication. The Meredith education is a vital experience that emphasizes a necessary relationship between an education for life and living.

Living means change, and learning is as basic to life as change. Learning to deal with and direct change is the fundamental challenge to modern American society. Whether a woman is a leader in business or industry, or a grass roots civic and social leader in Anytown, USA, she faces that challenge.

Meredith recognizes that today's rapid growth of technology demands new knowledge and new awareness and that an increasing fragmentation of society demands new skills and new vitality. As Meredith seeks to prepare her students for an active role in their world, she encourages them to effect change where it is good, resist change where it is misdirected, and be able to distinguish between the two.

Meredith's success as a high quality liberal arts institution is more than the sum of all her parts. It is the combination of many features that makes Meredith not only an excellent place for the education of women, but which also provides a quality of life which has earned her the deep loyalty of alumnae and friends.

John Edgar Weems, *President*

Meredith College: An Overview

The rich heritage enjoyed by the Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a new college was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder,* was named to chair the 1835 committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was given the name Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh home in 1926. The College has grown from the single building in downtown Raleigh that was once Baptist Female University to a 225-acre campus with a library, classroom buildings, seven residence halls, administration building, gymnasium, college center, auditorium, and other physical facilities that in design and function reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December, 1971; and John Edgar Weems, January, 1972-present.

ACCREDITATION

Meredith College is accredited by the Southern Association of Colleges and Schools, the National Association of Schools of Music, and the Council on Social Work Education. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the Association of Intercollegiate Athletics for Women. Graduates of Meredith are eligible for membership in the American Association of University Women.

PURPOSE

Meredith is a women's college of high quality in the liberal arts — a college in which the Christian perspective is the integrative principle in the educational program and

whose purpose is to provide experiences through which students will develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to help students aspire to and make a contribution toward "culture made perfect through the religion of Jesus Christ." In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals, to acquire sound knowledge in the arts, sciences, and humanities, to exercise creative imagination, to develop skills in analytical thought and communication, and to achieve a sense of life direction. Thus, students are prepared for leadership and intelligent citizenship, for productive work in the vocations and professions, for graduate and professional study, for good use of leisure, and for homemaking.

A COLLEGE FOR WOMEN

Meredith College was founded on the premise that excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has been graduating highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities and states.

Providing an environment conducive to self-discovery and development, Meredith is well suited for educating women to lead and contribute in society. In addition to sound academic instruction and opportunities for personal growth, the College has developed special programs and study opportunities relevant to the needs of today's women. The College seeks to provide education for viable career choices and alternative futures, recognizing and reinforcing the woman as a competent, skilled, and intellectual member of the community.

STUDENT LIFE

To provide the most stimulating learning environment possible, Meredith College seeks a diverse student body. The approximately 1,500 enrolled students come from North Carolina, numerous other states and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students returning to the College to continue their educations help provide a

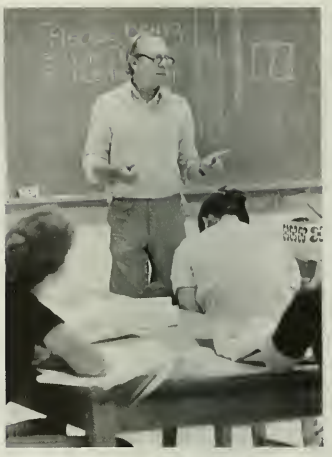
heterogeneous classroom atmosphere, thereby enhancing communication, debate, and idea exchange. Students enjoy an academic and social climate which fosters close communication between students and faculty in an atmosphere of respect and concern for learning and enrichment.

Most students also find time to participate in campus activities and to enjoy the many opportunities of the Raleigh area. Meredith seeks to provide a total educational experience — one where creative, intellectual and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith provides opportunities for her students to participate in a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 156,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities afford additional cultural and social advantages to the Meredith student as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, a variety of opportunities involve students in the life of an exciting city and state capital, which is home to more than 20,000 college students.

CONTINUING EDUCATION AND SPECIAL PROGRAMS

Meredith is committed to encouraging in each student an appreciation of human development as a lifelong process. Meredith



therefore seeks to serve the woman who, as her life unfolds, wishes to expand and continue her education by taking enrichment courses, personal and career development workshops (see page 62), by auditing courses (see page 68), or by taking courses for credit. She may begin a degree, complete a degree, complete a second degree, meet teacher certification requirements, increase career qualifications, update an area of interest or explore a new one (see page 62). The Office of Continuing Education and Special Programs is concerned with meeting individual needs and academic interests of women re-entering the educational process at Meredith and of women in the community.

Special programs coordinated by the Office of Continuing Education and Special Programs include life direction, leadership, and decision-making seminars; cooperative education; a music enrichment program for all ages; and faculty development seminars.

FACULTY

The faculty at Meredith constitutes the fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human. More than 50 per cent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 45 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

Meredith College offers a curriculum designed to assist the student — living and working as a free person within a community of learners — in acquiring a comprehensive understanding of herself and her world. Concern for the unity and diversity of the human experience is expressed through an intensive examination of the great body of

knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and a total of 24 majors. Elective courses may provide for further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music.

INDIVIDUALIZED STUDY

Meredith takes seriously the need for individualized educational experiences and provides several avenues for innovation. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those courses listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work in a business with campus study. Under the auspices of the Cooperating Raleigh Colleges a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University and American University whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in a selected foreign country whereby a student may earn a full semester's credit at approximately the same cost as on campus. There are departmentally-sponsored overseas programs. In addition a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions.

CAREER DIRECTION

Career opportunities for women are greater now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including the top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering 24 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, students may, with advice from their major department, custom design a cluster of courses which gives specific career direction to their required study in arts, sciences, and humanities.

Pre-Professional Studies

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

Teacher Education

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements of the North Carolina Department of Public Instruction with the college requirements for a sound foundation in the arts, sciences, and humanities as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and abilities developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher

education is required. Meredith seeks to provide for the prospective teacher varied experiences which will result in the development of competencies for the multi-racial classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

Social Work

The program in social work is certified by the National Council on Social Work Education and offers a sequence of courses leading to beginning competency in social work practice. For details interested students should consult the Department of Sociology and Social Work. See pages 57 and 114.

Admission

As a college committed to the development of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national and ethnic origin, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to her on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith College actively seeks to enroll students of varying backgrounds, interests, and talents. While a large percentage of enrolled students come from North Carolina and other Southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to make application. Any student attracted by the program at Meredith but hesitant to apply because of financial need is encouraged to read carefully the catalogue section on financial aid.

FRESHMAN ADMISSION

Requirements

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $15 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $15 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

Meredith takes a flexible approach to course requirements for admission. The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12. Her program should include four units in English and at least nine additional credits chosen from English, foreign language, history, social studies, mathematics, and natural sciences. To prepare for the academic program at Meredith, a prospective student should take a strong college-preparatory program throughout high school.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class at least 70 per cent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student who wishes to enroll and who shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Aptitude Test

When reviewed in relation to the high school record and other information, Scholastic Aptitude Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school.

Each freshman applicant is expected to take the SAT of the College Entrance Examination Board and to have an official

report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540 or Box 1025, Berkeley, California 94701. While SAT scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT scores. (Foreign students, especially those who will be traveling on a student visa, should see pages 23 and 24 for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide names of a school official, a teacher who has taught her in the eleventh or twelfth grade, and a third person of her choice who is well-acquainted with the student's personal and academic qualities. The Office of Admissions writes directly to the references for recommendations to support the application.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in

order that any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 144.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See page 37.)

Credentials for Adult Students

A woman who wishes to enter a degree program may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a pre-arranged program as an unclassified student. The woman who chooses to meet freshman admissions requirements may in some instances be advised by the Office of Admissions to substitute other standardized test scores for the SAT. The woman who is 23 years of age or older may wish to take advantage of the opportunity to enter initially as an unclassified student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 62.)

Early Decision Plan

A student who definitely desires to attend Meredith College may wish to apply under the Early Decision Plan. Such a student must file her application *by October 15* of her senior year along with a statement indicating that she is applying only to Meredith and requesting an early decision. She should take the SAT prior to her senior year.

The College takes action on early decision applications by November 15 and notifies each candidate immediately of the decision. Accepted resident students are required to make by December 15 a $100 advance room deposit, a non-refundable payment that applies toward freshman year expenses. For information about applying for an early decision on financial aid, see page 34.

Exceptional credentials are not essential for early decision admission, but early acceptance is not realistic for every student. In such a case the student receives notification that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT scores. She is guaranteed unbiased consideration under the regular admission program and is freed from her commitment to apply only to Meredith College.

Regular Admission Plan

A prospective freshman is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning in mid-December, the College takes action on applications as quickly as possible after all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. A student planning to reside on campus is expected to make a $100 advance room deposit by May 1. This non-refundable deposit will apply towards her expenses in the freshman year. A commuting student is asked to provide a statement of intention to enroll.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term as a resident student is expected to make a $100 advance room deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester. A commuting student is asked to provide a statement of intention to enroll.

Advanced Placement and Credit

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: an Advanced Placement Examination of the College Entrance Examination Board (CEEB); a special departmental examination; a CEEB Achievement Test in French, German, Latin, or Spanish; and/or a subject examination in Introductory Calculus and Introductory Sociology of the College-Level Examination Program. Further information about these opportunities may be obtained by writing the Office of Admissions.

TRANSFER ADMISSION

Each year Meredith admits a number of qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical institutes and business colleges. There are particular procedures and requirements for applicants from these institutions. See page 22.

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. See page 68, Residence Credit Requirements. Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. See page 56 for information regarding credit requirements for a second degree program.

Requirements

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to

be recommended by college officials. An applicant having less than 30 semester hours of college credit at the time of application must meet freshman admissions requirements, including submitting scores on the Scholastic Aptitude Test. In some instances, a student having 30 or more semester hours of credit may be asked to present satisfactory scores on standardized tests of academic achievement.

A student having less than a C average on work attempted who believes herself unquestionably qualified for work at Meredith should consult personally with the admissions staff. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. Information about the health record is found on pages 17 and 18.

Credentials for Adult Students

A woman who wishes to resume a degree program begun earlier may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a pre-arranged academic program as an unclassified student. The woman who is 23 years of age or older may wish to enroll as an unclassified student before applying for admission. Under this option, her academic performance at Meredith while an unclassified student becomes the primary criterion for gaining admission to the degree program. (See pages 26 and 62.)

Procedure

To be considered for admission, a student should file a transfer student application, obtainable from the Office of Admissions, and the non-refundable $15 processing fee, preferably by February 15. She is responsible for having an official transcript sent to Meredith College from each college or university attended and, if enrolled at the time of application, a list of courses in progress. The student must provide the names and addresses of her previous dean of students (or similar official), a college professor, and a third person of her choice. The admissions staff sends the student a

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reference form to forward to the dean of students, and it writes directly to the other references for supporting recommendations.

When all required information is received, the College evaluates the application of a transfer applicant and notifies her as quickly as possible of its decision. An applicant accepted as a resident student must pay a $100 non-refundable advance room deposit by May 1. A commuting student is asked to provide a statement of intention to enroll.

The College will consider students who apply as on-campus residents after the recommended deadline of February 15 if residence space is available. Applications from commuting students can usually be evaluated into the summer months. A student seeking entrance to the spring semester should file her application by December 1. If accepted for the spring term as a resident student, she must pay a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. A commuting student is asked to provide a statement of intention to enroll.

Procedures and Requirements for Students from Technical Institutes and Business Colleges

Because the academic backgrounds of students from technical institutes and business colleges are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical institute or business college should follow the procedure described on page 21. In addition, she should request her secondary school to send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical institute or business college to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical institute or business college is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. See page 69 for a description of the evaluation of credits from technical institutes and business colleges. Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by

college officials. The student having less than 30 hours of acceptable credit must meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

Evaluation of Credit

After a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation. The candidate who comes from a regionally accredited college or university will receive credit for the courses acceptable toward a degree at Meredith. The student who transfers from an unaccredited college or university should consult page 69 for information about provisional credit. In evaluating credit earned more than ten years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental chairman.

The maximum credit accepted from a two-year college is 66 hours. An enrolling transfer student should consult pages 68 and 69 for information about the minimum number of semester hours, including courses in her major field, that must be taken at Meredith College.

INTERNATIONAL STUDENTS

Meredith College welcomes the international student whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English as a Foreign Language, which is administered by the College Entrance Examination Board in her local country. A student well-schooled in English should substitute the Scholastic Aptitude Test.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed

and before an I-20 form for obtaining a student visa will be issued. For her own benefit, the student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses. Further information and application materials are available from the Office of Admissions.

RE-ADMISSION OF FORMER STUDENTS

A student who was previously enrolled at Meredith College but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. A special application, obtainable from the Office of Admissions, and a $5 non-refundable fee are required. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application as well as the student's previous academic and personal records at Meredith College. If adequate health information is not on file at the College, the student will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. The membership of this committee is normally the same as that of the academic retention committee which considered her

academic situation at the time she was suspended. (See pages 72 and 73 for a description of the academic retention committee.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental chairman.

A former Meredith student who is 23 years of age or older may wish to follow the procedure described on page 26 for adult students before applying for re-admission.

PART-TIME STUDENTS

A part-time student is one qualifying for a degree who enrolls for not more than eleven credit hours a semester. Such a student must meet the entrance requirements outlined above.

SPECIAL ADMISSION PROGRAMS

Special Students

Special students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
3. A college graduate wishing to pursue a teacher certification program files an application and an official transcript with the Department of Education. On

admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program. (See G on page 58.)

4. A college graduate wishing to pursue a social work certification program files an application and an official transcript with the Department of Sociology and Social Work. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith College in order to complete the certification program, and as many as 43 semester hours may be necessary.
5. A student who is 23 years of age or older may enroll as a special student without fulfilling the admissions requirements for degree candidates and may receive a maximum of 15 semester hours credit. The special student who wishes to complete a pre-arranged course program as a basis for later applying for regular admission will be registered as an unclassified student. This student will be permitted to apply the credit toward a degree if she is later admitted as a degree candidate. After 15 semester hours of credit are earned as a special student, she must apply and be accepted for admission to the College if she wishes to receive credit for additional courses. See the immediately preceding pages for admissions policies and procedures.

   The prospective student in this category should confer with the Office of Continuing Education and Special Programs for advice about entering the program, course selection, and registration procedures.

Summer Scholars Program

A high school student having an above average academic record may earn college credit or study simply for enrichment by enrolling as a special student in approved courses in the Meredith College summer school. The Summer Scholars Program is open only to rising senior girls. Information about admissions requirements and other details of the program and Summer Scholar application forms are available from the Office of Admissions.

Senior Scholars Program

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith College. A student approved for participation in the Senior Scholars Program may attend classes for college credit in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

Every person admitted to the College as a student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

An orientation program is provided prior to the start of classes for students entering in August. (See page 43.) All freshmen and transfer students are expected to take part in the orientation program. Each student should report to the Office of the Dean of Students upon arrival. Residence halls will open and the orientation program will begin on Tuesday, August 21. Registration is scheduled for Saturday, August 25.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of the residence halls is sent to the student after she is accepted for admission.

SUMMER SESSION

During the summer of 1980, the College will operate three three-week terms, May 19-June 6, June 9-27, and June 30-July 18. Students accepted for admission to the fall term as well as those previously enrolled at Meredith College may attend. Students of other colleges and universities are also welcome provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar. See page 26 for information about the Summer Scholars Program for rising high school senior women.

Finances

In these days of rising costs, Meredith College attempts to keep expenses at a minimum for the students. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its program at reasonable rates. Fund-raising programs conducted by the Division of Institutional Advancement at Meredith are designed to secure the funds necessary for the maintenance and increased financial stability of the College and for the achievement of the College's programs, services, and mission objectives. A tri-focus fund-raising program is designed to secure funds for current operations, endowment and capital improvements, including renovations and construction of new facilities.

Because the costs of labor, materials, and food are uncertain, the College reserves the right to change its fees for room and board at the beginning of each semester if conditions make the adjustment necessary. Students will, of course, be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Special students are non-resident students taking credit courses but not pursuing a degree; their tuition charges are determined by their course loads.

Full-Time Students

(12-18 credit hours and all resident students)

	Semester	*Year*
Resident Students		
Tuition	$ 1,175	$ 2,350
Room, board, laundry, and infirmary	575	1,150
	$ 1,750	$ 3,500
Commuting Students		
Tuition	$ 1,175	$ 2,350

Part-Time Students

(1-11 credit hours)

Tuition (for credit or audit) ..... $85 per credit hour

Additional Course Fees

Credit in excess of 18 hours ..... $85 per credit hour

Applied Music

Full-time students
- 1 half-hour lesson weekly ..... $ 50
- 2 half-hour lessons weekly ..... $ 85
- Class lessons in piano ..... $ 45
- Class lessons in guitar ..... $ 45

Part-time students (for credit)
Tuition of $85 per credit hour plus the following fees:
- 1 half-hour lesson weekly ..... $ 50
- 2 half-hour lessons weekly ..... $ 85
- Class lessons in piano ..... $ 45
- Class lessons in guitar ..... $ 45

Part-time students (no credit)
- 1 half-hour lesson weekly $120
- 2 half-hour lessons weekly $240
- Theory-musicianship classes
  - No charge for students taking private applied lessons at Meredith
  - Students not taking private applied lessons at Meredith ..... $ 50
- Class lessons in piano 1 hour per week ..... $ 85
- Class lessons in guitar 1 hour per week ..... $ 85
- Suzuki violin classes — 2 half-hour lessons weekly ..... $ 95
- Pace piano classes — two 45 minute classes per week $175

Education

Education 439 — Student Teaching ..... $ 50

Home Economics

Home Ec. 455 — Home Management Residence $ 50

Physical Education

Golf, bowling, and snow skiing fees are set at the beginning of each semester.

Equitation
Full-time students
- 2 lessons weekly ..... $ 95

Part-time students
- 1 lesson weekly ..... $ 95
- 2 lessons weekly $140

Auditing Courses

Full-time students ..... no charge
Part-time students ..... $85 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, art supplies, gym clothes, and other instructional expenses are not included in the above charges.

Special Fees

Application fee for new students ..... $ 15
Application fee for students seeking re-admission ..... $ 5
Graduation fee ..... $ 20
(partially covers direct cost of graduation)
Transcripts ..... $1.00 each

Breakage fee
Students will be billed for unjustifiable damage to college property.

Health services
Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Students will be billed for additional service in case of serious or prolonged illness, for all special medical prescriptions, x-rays, and fluoroscope. Only emergency service is supplied for non-resident students.

Boarding a horse ..... $85 per month

TERMS OF PAYMENT

Payment Schedule

Application fee accompanies application ..... $ 15

Advance payment for all entering resident students $100
Students who are accepted on the Early Decision Plan must make payment on or before December 15. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $15 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Room reservation for returning students $100
This advance payment of $100 must be paid before February 15. The fee will be credited to the returning student's account. For students who withdraw after the payment of the deposit, $85 will be refunded if the request is received by May 1.

	Resident	*Commuting*
Advance Payment	$ 100	—
At the beginning of the first semester	900	625
In the middle of the first semester*	750	550
At the beginning of the second semester	1,000	625
In the middle of the second semester*	750	550
	$3,500	$2,350

Tuition Remission for North Carolina Residents

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina

**Charges for additional fees are added to the mid-semester payments.*

General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grants in 1978-79 were $400 per student per year.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar. The grant will be credited to her mid-semester bill for each semester in which she qualifies.

Deferred Payment Plan

For students and parents desiring to pay educational expenses in monthly installments, low cost deferred payment programs are available through College Aid Plan, Inc., 1700 Mishawaka Ave., South Bend, Indiana 46624; Educational Funds, Inc., 36 S. Wabash Avenue, Chicago, Illinois 60693; and the Tuition Plan, Inc., 575 Madison Avenue, New York, New York 10022.

Refund Policy

If a student withdraws or is dismissed from the College before the end of a semester, no refund for tuition fees or room is made for the half of the semester in which she leaves. A proportionate refund is allowed on board charges, based on the number of weeks attended.

If a student is receiving financial assistance, the accounting office first determines the total amount of refund that is in order according to the formula stated above and then prorates the amounts to be repaid to the various aid funds and, if applicable, to her or her parents. For the student whose financial aid award for the academic year or single semester included expected savings from a summer Plan Assuring College Education in North Carolina job, the full amount of the expected savings would be required to be used toward educational expenses, as defined on pages 33 and 34, before other types of aid in any proportion would be available for crediting to the student's account. Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students.

Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith College Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL AID

Meredith College offers a student aid program which seeks to meet the financial need of each student. All degree candidates — including freshmen and transfer applicants, on-campus and commuting students — are eligible to apply for financial assistance. While the student's family is expected to assume responsibility for her education by meeting expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend because of financial circumstances.

The aid program is administered on a need basis without regard to race, creed, national and ethnic origin, or handicap. A foreign applicant should consult pages 23 and 24 for assistance available to students from other countries.

Principles and Procedures

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith College, in general, awards financial assistance to a student on the basis of her financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith College financial aid application and have the person financially responsible for her education submit a Financial Aid Form to the College Scholarship Service or a Family Financial Statement to American College Testing.

For the on-campus student, the cost of attending includes tuition, room and board and an estimated $800 for books and supplies and miscellaneous personal expenses, including transportation. The total educational cost used by the financial aid office in its calculation of need for an on-campus student for 1979-80 is $4,300. For

the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $1,400 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total educational cost used by the financial aid office in its calculation of need for a full-time commuting student for 1979-80 is $3,800. The total educational cost for a part-time student or an independent student is determined on an individual basis; the approach to determining the need for assistance is described in the paragraph above. Further information about typical student costs and budgets may be obtained by conferring with the financial aid officer.

Application Procedures

An entering student who wishes to apply for any kind of financial aid should proceed as follows *before February 15:*

1. Return a Meredith College financial aid application to the financial aid office. Although admission must be approved before the application for financial assistance can be reviewed, she does not have to be accepted before applying for financial aid.
2. Have her parents (or guardian) submit a Financial Aid Form (FAF) to the College Scholarship Service (CCS), designating Meredith College (code number 5410) as an institution to receive a copy; *or* submit a Family Financial Statement (FFS) to American College Testing (ACT), designating Meredith College (code number 3126) as an institution to receive a copy. The FAF or FFS may be obtained from her high school counselor or her college financial aid office.

The student who is applying for admission under the Early Decision Plan and who wishes an early decision on financial aid should proceed as above *before October 15* of her senior year. If all required forms are received by November 15, she will receive a decision about her aid by December 1. Should she later be named a recipient of one of the competitive scholarships, her award may be adjusted.

An application for financial aid must be filed each year. Therefore, an enrolled student who wishes to apply for financial assistance should proceed as follows *before February 15:*

1. Obtain from the financial aid office a Meredith College financial aid application and a FAF. Have her parents (or guardian) complete the FAF or FFS and assist her in completing the financial aid application.

2. Return *both* forms to the financial aid office, along with a *check* made payable to the College Scholarship Service or American College Testing to cover its processing fee. The FAF or FFS and accompanying check will be forwarded by the College to CSS or ACT for processing.

Entering and returning students should note the above deadlines. Applications filed after those dates will be considered as funds allow.

The Award

The financial aid office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants-in-aid, and student employment are used, usually in combination, to help the deserving student meet the cost of attending Meredith. Information describing procedures and priorities for selecting students to receive aid is available in the Office of Financial Aid.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision on or about April 1. Students accepted for admission under the Early Decision Plan will be informed of aid awards by December 1 if all required forms are received early enough. Returning students can expect notification concerning awards by early April.

Payment of Award

Scholarships awarded by the College are credited automatically to the student's college account. For federal grants, state incentive grants, and loans, vouchers are issued to the student and held in the College accounting office for the student's endorsement and crediting toward her account.

Checks for wages earned in a summer Plan Assuring College Education in North Carolina (PACE) job are mailed to the student periodically by the Meredith accounting office. That office also issues monthly checks during the school year to students having campus jobs. The student is responsible for applying earnings from PACE and/or campus jobs directly to her account and/or toward other educational expenses.

Renewal of Aid

Once committed to a student in a program of financial aid, Meredith College continues to help her if her need persists and she is

making satisfactory progress toward graduation as defined on pages 72 and 73. The award may vary from year to year in both type and amount, depending upon funds available at the College and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial aid has certain rights and responsibilities. For any necessary revision in her current aid award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year. (Historically, a change in family circumstances has been the sole reason for any modification in aid awards.)

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial aid office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her aid application. Other responsibilities of an aid recipient include completing all forms and special applications requested by the financial aid office; reporting to the accounting office on request to endorse vouchers for various awards and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her aid award.

Another area of student responsibility relates to previous enrollment at Meredith College. In order to be eligible for most federal aid programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. (Repayment status is reached nine months after graduation or withdrawal from college.)

Types of Aid

Competitive Scholarships

Meredith College Merit Scholarships

Each year Meredith College offers at least one four-year scholarship through the National Merit Scholarship Corporation. The recipient is selected from finalists who have specified Meredith as their college choice. The stipend will equal at least one-half of the student's financial need for each year, but not more than $1,500 nor less than $250. If the analyzed need of a recipient is greater than the scholarship stipend, the College provides additional forms of aid to meet her need.

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants, and two scholarships are available for junior college graduates having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $250 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office of Financial Aid and either a Financial Aid Form to the College Scholarship Service or a Family Financial Statement to American College Testing.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

In order to retain a Harris scholarship for subsequent years, a recipient must be a full-time student and maintain a minimum quality point ratio of 3.0 (B average) on work taken at Meredith and must remain in good standing. The award to the student who meets these qualifications will automatically be renewed for the following year.

The continuing Harris Scholar with financial need must file the required student aid forms in the financial aid office. The amount of the scholarship will be the same each year unless there is a change in the scholar's degree of financial need.

Music Talent Scholarships

Each year three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The amount of each Music Talent Scholarship varies from $250 to $1,500 per year according to the recipient's financial need.

To be considered for a Music Talent Scholarship, a prospective freshman must file the special Music Talent Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend of $250, by February 15 her parents must also submit a Meredith College financial aid application to the Office

of Financial Aid and either a Financial Aid Form to the College Scholarship Service or a Family Financial Statement to American College Testing.

Though financial need determines the amount of the scholarship stipend, the selection is based completely on musical ability, previous performance, and potential achievement in the field of music. On the basis of previous auditions in the fall or winter, finalists are chosen in late February by the Department of Music and the Performing Arts; the finalists are invited to the campus on a Saturday in March for another audition and interviews with the music faculty.

A Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The amount of the scholarship will be the same annually unless there is a change in the recipient's financial need. Financial aid forms must be filed each year by the recipient with financial need.

Other Scholarships and Grants

In addition to the competitive scholarships, Meredith has available numerous scholarships for both entering and continuing students who need financial assistance.

General Scholarships

Meredith College provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith College have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of aid. The loan funds are used as needed for meeting financial need.

Campus Employment

A variety of on-campus jobs provide a financial aid resource in the form of campus employment. For any aid recipient for whom this resource is used, the estimated earnings are included in her overall aid award. The terms and conditions of the employment are provided at the time of the aid award. It is generally the sophomore year before a student is placed in a campus job.

Compensation varies with the amount of service rendered; most students work eight hours per week. Unlike the other types of aid that are automatically credited to the student's account, compensation earned through campus employment is paid directly to the student. She may apply these funds to her basic college costs or use the earnings to defray her general expenses.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith College offers aid through the federal programs listed below. Recipients of these programs must be U. S. citizens or permanent residents of the U.S., must be enrolled for at least six semester credit hours, and must be making satisfactory progress toward graduation as defined on pages 72 and 73.

Basic Educational Opportunity Grants

These federally-sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources. Meredith College expects all aid applicants to file application for a Basic Educational Opportunity Grant (BEOG).

No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service or the Family Financial Statement (FFS) to American College Testing serves as the application when it is properly completed. To apply for a BEOG, the student must check the appropriate item on the FAF or FFS. To have Meredith informed of the status of her BEOG eligibility, she must list Meredith College as an institution to receive a report of her status from the BEOG office.

Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with exceptional financial need. They are direct grants which the student is not required to repay. Supplemental Educational Opportunity Grants (SEOG) are available up to $4,000 over a four-year period; an seog award will be matched with other student aid funds approved under this program.

National Direct Student Loans

Through this loan program, an undergraduate may borrow up to $5,000 over a four-year period if financial need is demonstrated and if funds allotted the College permit. The student has an obligation to repay her loan with three per cent interest within a 10-year period after graduation or termination of study. The repayment period and the interest for these loans do not begin until nine months after the student ends her studies. Repayment may be deferred for graduate study. Repayment may also be deferred up to a total of three years while a borrower is serving in the Armed Forces, the Peace Corps, or VISTA. Information about the terms and schedules of repayment of these loans is available in the accounting office of the college.

College Work-Study Program

Many of the students assigned to campus employment described on page 39 are participating in the federal on-campus College Work-Study Program. Meredith College also participates in the off-campus summer job phase, called PACE, Plan Assuring College Education in North Carolina. Through this program students who qualify on the basis of financial need can earn money for college by working in their home communities during the summer. To be considered for the program, a Meredith student must file a full financial aid application with the College. If she is found eligible to participate, she will be sent a special application when her aid award is made.

Other Sources of Aid

Students should be aware of sources of financial aid other than those administered by the College. Some of the programs frequently used by Meredith students follow.

Insured (Guaranteed) Loan Program

This federal program is a plan of borrowing designed to help students from middle-income families. The federal government pays the seven per cent interest on the loan during in-school and grace periods.

In North Carolina, the Insured Loan Program is administered by College Foundation, Inc. For undergraduate study, legal North Carolina residents may borrow up to $2,500 per year. The loan may not exceed educational cost less other financial aid. Application forms may be obtained by writing College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605.

Guaranteed loans are available through various agencies to residents in other states. Information may be obtained from high school counselors or college financial aid officers.

North Carolina Legislative Tuition Grants

See pages 31 and 32 for information about these grants to North Carolina residents who are full-time students at in-state private colleges and universities. For the North Carolina student receiving a financial aid award from the College, this grant is treated as an aid resource.

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time students with substantial financial need. They are administered through the College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, North Carolina 27605. No separate application is required as the Financial Aid Form (FAF) to the College Scholarship Service (CSS) or the Family Financial Statement (FFS) to American College Testing (ACT) serves as the application when it is properly completed. To apply for a North Carolina Student Incentive Grant (NCSIG), the student must list N. C. Student Incentive Grant (code number 0742) on her FAF or FFS and she must also check on the FAF or FFS that she is applying for a Basic Educational Opportunity Grant (see page 39). If on the needs analysis prepared by CSS or ACT the College Foundation finds the student eligible for a NCSIG, the foundation will send the student a supplementary form to complete.

North Carolina Prospective Teachers Scholarship Loan Fund

In 1957, the North Carolina General Assembly established a Scholarship-Loan Fund for North Carolina Prospective Teachers. A limited number of awards of not more than $900 are provided annually. They are awarded on the basis of the aptitude, purposefulness, scholarship, character, and financial need of the applicant.

Detailed information concerning this scholarship-loan program may be obtained from the high school guidance counselor or by writing to the Prospective Teachers Scholarship-Loan Fund, State Department of Public Instruction, Raleigh, North Carolina 27611.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, North Carolina 27611.

Veterans Administration and Social Security Benefits

The family situation of some students may entitle them to receive benefits under one of these programs. Information may be obtained from the local agency.

Student Life

Student life is an important concept at Meredith College. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of total campus learning, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division of Student Development. Student support services include admissions, financial aid, dean of students, residence halls, residence advisers, campus ministry, developmental counseling, student activities, guidance and counseling, career services, health services, and community resources.

ORIENTATION

An in-depth and diversified program of orientation for new students takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and mixers with area colleges. Through these and other activities, the orientation period provides opportunity for students to meet fellow classmates, faculty advisers, campus leaders, and students from neighboring colleges and universities. There are also opportunities to identify college officials and their roles and to learn about the many available college services and resources.

The *Student Handbook,* which is mailed to each new student prior to the new semester, is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith College. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

Believing the cultural and social aspect of the campus to be crucial to the total development of the student, Meredith College incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's program. Meredith students have heard Dr. Lisa Sergio, author, international news analyst, humanist, and international development specialist of Washington, D.C.; Margaret Kuhn, President of the Gray Panthers, an activist group for social change and justice for the elderly; Vinie Burrows in *Walk Together Children*, a dramatic presentation of the poetry, prose, songs, humor, and pain of the black experience in America; Pavel Litvinov, a leading Soviet intellectual whose grandfather was the first Soviet ambassador to the United States; Tom Jackson, author of *The Hidden Job Market*; Shana Alexander, journalist and television commentator; and Dr. Roger Fouts, an experimental psychologist who has been actively involved in teaching language to chimpanzees. Dr. L. D. Johnson, Chaplain and Professor of Religion at Furman University, was the featured speaker during the Staley Distinguished Christian Scholar Lecture Program. Touring drama, music, and dance companies such as The Academy Theatre, Yale's Society of Orpheus & Bacchus, and The Edith Stephen Dance Company also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area.

Meredith students also perform in the Raleigh area and on tours. Four groups directed by the music faculty — the Meredith Chorus, the Renaissance Singers, the Meredith Chorale, and the Meredith Ensemble — appear in concert regularly throughout the college year. The Meredith Playhouse is comprised of students with interests in dramatics. Providing opportunities to appear in plays and to acquire practical experience in play production, the Meredith Playhouse has staged a number of dramas such as *The Prime of Miss Jean Brodie*, Neil Simon's *Come Blow Your Horn*, and *The Diary of Anne Frank*. An annual fall musical encourages the students to combine their musical and dramatic abilities. Recent musicals include *The Three Penny Opera; No, No, Nanette;* and *Gypsy*.

Several on-campus social activities for students are coordinated through the efforts of the College Center Association, which works to see that Cate Center hosts interesting programs. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and through the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges, not only in Raleigh but also in Chapel Hill, Durham, Greensboro, and Winston-Salem, offers a host of social activities.

CONVOCATION

A period is reserved for convocation, worship, and assemblies each Monday, Wednesday, and Friday. Convocations for the entire Meredith community are held once each month. As an integral part of community life, convocation seeks to offer a forum of ideas, presented in and through lectures, concerts, addresses, films, and dramatic productions, to stimulate and add to the community's spiritual, intellectual, cultural, and social dialogue. Convocation is then a part of the academic program. Consequently, all students are expected to attend.

STUDENT HONORS

Honors are bestowed in various ways by Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior years; full members their senior years. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of Christian character, constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a public ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 72.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, and Sigma Alpha Iota for music students.

Awards that recognize academic excellence include the Agnes Cooper Memorial Award of $50 to a junior or senior music major chosen by the Department of Music; two Ida Poteat Alumnae Scholarships of $200 each to a rising senior and a rising junior on the basis of scholarship, character, and service to the College; and two Helen Price Scholarships of between $100 and $150 each from Kappa Nu Sigma to the freshman and the sophomore with the highest scholastic average in her respective class.

STUDENT RESPONSIBILITY

The faith that Meredith College places in her students as responsible, contributing members of the College community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

Honor System

The Honor System is the clearest example of student responsibility. Founded upon the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

All students are responsible for the self-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association (SGA), which meets bimonthly on Fridays. It's ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups — the elections, interdormitory, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

Student Regulations

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of the community that is Meredith, a college committee composed of faculty and students and known as the Student Life Committee confers with SGA on major matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*. This publication is sent to all entering students in the summer prior to matriculation in August.

Student Life Committee

The Student Life Committee is responsible for the quality of student life at Meredith College. The function of the committee is to direct attention and study to the concerns and the welfare of the students; to give consideration to spiritual, recreational, and health needs of the students; to study and review student organizations and their budgets; to devise plans for working with students and student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

Students are responsible for the effectiveness of the many organizations on campus. For example, three college publications are directed by students elected as editors. Responsible for maintaining a good system of communication and for providing opportunities for students to voice their opinions, the student newspaper, *The Twig*, with a few exceptions, is issued weekly. *The Acorn*, the campus literary journal, encourages creativity among the students and is published twice during the year. The college yearbook is entitled *Oak Leaves*.

Student-directed clubs are another means of enriching the Meredith program. Growing out of academic and other types of activities, these organizations encourage students to pursue their various interests. The clubs include the following: Barber Science Club, Black Voices in Unity, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Freeman Religion Club, International Relations Club, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, and Young Republicans Club.

Eligibility Requirements

An eligibility list is prepared at the beginning of each semester which includes the names of all students who have maintained the minimum academic standard for college representation or for student activities as indicated in the *Student Handbook*. A student is considered eligible if she has at least a 2.0 quality point ratio on all work attempted at Meredith. All freshmen are eligible in their first semester. Transfer students must have a 2.0 average.

Societies

Two societies on the Meredith campus exist as voluntary service and social organizations. Originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

Meredith College seeks to reinforce the students' development both intellectually and spiritually. Therefore, the religious life of the College is crucial to its overall program.

Several services are sponsored by the College to affirm the value it places on the religious dimensions of the students' lives. One such service is provided by a full-time college minister, "a pastor on campus," who is available for conversation or counseling pertaining to religious questions, religious vocations, or personal problems. In addition, regular worship services are integral to the college program. Because Meredith is small enough for its constituency to gather at one time, these worship services contribute to the spirit of community. The period from 10:00

to 11:00 a.m. on Wednesdays is reserved for voluntary worship services. Another activity important to the religious life of the community is Religious Emphasis Week. During this week, religious leaders from outside the college community are invited to discuss with the students matters of spiritual significance.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA). The association seeks representatives of all faiths and denominations to serve on its council. Also comprising the council are the chairmen of various volunteer service projects. On occasion, MCA sponsors study groups, vespers, and other worship services, as well as coordinates the annual Religious Emphasis Week. The Meredith Christian Association also includes in its program social activities to which students from neighboring colleges are invited.

RECREATION

At Meredith College there are a variety of recreational activities available to students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extracurricular sports activities. With plenty of court space for games such as basketball, volleyball, and badminton, the Weatherspoon building also has an indoor swimming pool. There are six tennis courts in excellent condition, and the College has areas designated for archery and softball. Nearby golf courses and ranges are often used by the students. In addition, ping pong and pool tables are set up in the Cate Center. Equitation is a popular feature of the physical education program with instruction available on levels ranging from beginner to advanced. Students who wish to board horses may inquire through the business office. Intramural activities provide a variety of sports events for students who wish to participate. The Meredith Recreation Association and other organizations coordinate these events.

Intercollegiate sports are also available for Meredith students. Competing primarily with colleges and universities in North Carolina, students have organized teams in tennis, basketball, gymnastics, and volleyball.

RESIDENCE

Meredith students may choose to live on campus or to reside with their parents, spouse, or, with special permission, other close relatives. Married students may live on campus with permission of the dean of

students. Students beyond the traditional college age live off campus but, if resident space permits, may request to live on campus.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. The newer residence halls are air-conditioned and completely carpeted. Each student receives from the College a limited amount of weekly laundry service.

Freshmen are usually assigned to Carroll, Stringfield, and Vann residence halls; transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the dean of students by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to the new students in the latter part of July.

Members of the junior class, elected by the student body as residence hall vice presidents, live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as vice presidents of the other residence halls. Two resident advisers are employed to live in the freshman residence halls and are available to students at all times; two other resident advisers are available to the upperclass students.

Non-Resident Student Life

The non-resident student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The fireside lounge in the Cate Center is designated for non-resident student rest, study, and relaxation. It is the center of non-resident student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar in the Cate Center or the Belk Dining Hall.

HEALTH CARE

Health care is under the general direction of the director of health services. The infirmary is served on a regular basis by a local physician and is staffed 24 hours a day by registered nurses. Three daily office hours are observed by the nurses, and emergencies are cared for at any hour. The college physician has designated office hours in the

infirmary when students may see him. Only minor illness and emergencies are treated in the infirmary. Major illnesses are referred to physicians off the campus or to family physicians. It is the purpose of the physician and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

Career Planning

The Office of Career Services, located in the Cate Center, offers help to the student who is undecided about her course of study or her career plans. Vocational interest tests may be taken if needed. Information is available on employment possibilities, graduate studies, part-time off-campus jobs, summer employment, interviewing tips, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. A career planning seminar, open to all students, is offered during the fall and spring semesters.

Academic Advising

The College provides guidance to students in the planning of their individual academic programs. See pages 11, 12, and 75 for further details.

Personal Counseling

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind — academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling office any time during the day, or to call and arrange an appointment. The counseling offices are located on the first floor of Cate Center.

Academics: Programs and Regulations

Meredith offers three degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 13 departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. Area distribution requirements are identical for the Bachelor of Arts and Bachelor of Science degrees. Students who major in the departments of biology, business and economics, chemistry, mathematics, or home economics may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance.

CHOICE OF CATALOGUE

A student may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. This option is available because during the year the College will continue to implement change in the academic program, student personnel services, and other areas of campus life.

DEGREE PROGRAMS

Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on: (1) all courses attempted; (2) all courses attempted at Meredith; (3) all courses attempted at Meredith in her major subject(s); and (4) all courses attempted during her senior year.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore basic requirements for all students are designed to encourage the full development of all of the capacities for human knowledge — sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and

insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 55.

Area distribution requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop skills in the processes of scientific reasoning and mathematics. She should know her own body and should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts, social and behavioral sciences, mathematics and the natural sciences, and health and physical education.

I. Humanities and fine arts ..... 24 credit hours
   - A. English composition ..... 3 credit hours
   - B. Foreign language ..... 6 credit hours
     (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
   - C. Literature ..... 6 credit hours
     1. A 3-hour course in major British authors.
     2. A 3-hour course in English, American, or world literature; or any literature course in a foreign language.
   - D. Religion ..... 6 credit hours
     1. A 6-hour introduction to the Old and New Testaments or
     2. A 3-hour introduction to Biblical literature and history and one advanced 3-hour course in religion.
   - E. Elective ..... 3 credit hours
     Choose from the following categories: art, music, philosophy, speech and theatre.

II. Social and behavioral sciences ..... 12 credit hours
   Include at least three of the following categories: economics, history, cultural geography, political science, psychology, sociology and anthropology.

III. Mathematics and natural sciences 13-15 credit hours
Include at least three of the following categories: biology, chemistry, mathematics, physical geography, and physics.

IV. Health and physical education ... 4-5 credit hours
Include four activity courses, or three activity courses and a 2-hour course in health or first aid.

Major requirements

As soon as is feasible, but no later than the close of the sophomore year, a candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music shall select a subject major. Each student must declare her major to the department on a form provided there and then register her declaration on the form in the Office of the Vice President and Dean of the College. When the selection has been approved by the department concerned and by the dean, a major professor will be appointed to supervise the student's program. A student who completes all requirements for a second major may ask that this fact be recorded on her permanent record.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 76-115.

Bachelor of Arts

American civilization
art
biology
chemistry
economics
English
French
history
home economics
mathematics
music
non-Western civilizations
political studies
psychology
religion
sociology
Spanish

Bachelor of Science

biology
business administration
chemistry
home economics
mathematics

Bachelor of Music

applied music
music education

Contract majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contractual major.

Teacher education and social work are described on pages 57-62.

Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music or music education are given on pages 102-109.

Requirements for a Second Baccalaureate Degree

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.
2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior.

Minors

A student may choose to complete a minor area of concentration but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

CAREER DIRECTION

A firm grounding in the arts, sciences, and humanities, including a major in one of the academic disciplines listed previously, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education and social work which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 51).

Pre-Professional Preparation

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, and other

professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

Social Work Program

Meredith's program on social work is fully accredited by the Council on Social Work Education. The primary objective of the Social Work Program at Meredith College is to prepare students to enter social work or other related helping professions at the beginning professional level of competence. Since at the undergraduate level this can best be done within the framework of a broad liberal arts curriculum, the Social Work Program builds upon the area distribution requirements for graduation at Meredith as well as the requirements of a major in the academic discipline of the student's choice.

A student who wishes to complete the program should file a declaration of intent with the Department of Sociology and Social Work no later than the second semester of her sophomore year. She will be assigned a faculty adviser who will work with her in the planning of a course of study which will be consonant with the program requirements and her own career goals. Upon graduation she will be awarded a certificate and the fact will be noted on her official transcript.

Course requirements in the program, in addition to all general requirements for graduation at Meredith and all requirements in the student's major, are as follows:

A. **Basic Courses** (12 hours)

Principles of Sociology, Soc. 230
Principles of Economics, Bus. 210
General Psychology, Psy. 100
Developmental Psychology, Psy. 204

B. **Professional Courses** (37 hours)

Social Work as a Profession, Soc. 240
The Community, Soc. 337
American Social Welfare Institutions, Soc. 301
Introduction to Research, Soc. 374
Introduction to Research Laboratory, Soc. 375
Social Policy Analysis, Soc. 747
Human Behavior in the Social Environment, Soc. 748
Selected Fields of Social Work Practice, Soc. 746
(three one-hour modules required)
Social Work Practice I, Soc. 744
Social Work Practice II, Soc. 745
Social Work Field Experience, Soc. 794
Seminar in Social Work, Soc. 495

C. **Additional Specialty Course** (3 hours)

Recommended by social work director and major advisers.

Students with a baccalaureate degree from another institution seeking social work certification from Meredith must meet the requirements of the accredited program in the Department of Sociology and Social Work. They must take a minimum of 30 hours of course work at Meredith, and as many as 43 semester hours may be necessary.

Teacher Education

Meredith College offers state-approved competency based teacher education programs leading to the following Class A certificates: early childhood elementary education (K-3), intermediate elementary education (4-9; see page 61 for concentrations), secondary subjects (junior and senior high), and music and art (K-12; see page 61). All programs listed herein are designated primarily to prepare students who plan to teach in the public schools of North Carolina.

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. The following represent the procedures and considerations involved.

A. A student who plans to enter the program indicates the same to her faculty adviser normally by the end of her sophomore year and no later than one full semester prior to the semester in which she does student teaching.

B. Students who plan to teach on the secondary level should select majors in the academic fields which are taught in the junior and senior high schools.

C. After declaring her major in the Office of the Vice President and Dean of the College, the student and her adviser prepare a program leading to graduation and certification.

D. The student next files with the Department of Education an "Application for Admission to Teacher Education." This application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

E. All applications are reviewed by the Department of Education which makes the decision concerning admission to teacher education. Admission to teacher education takes into account:
   1. Meredith College work completed;
   2. An overall grade point average of 2.00 (C) or above;
   3. The planned program leading to certification;
   4. Recommendations from the student's major adviser, a faculty member of the student's choice, and the student's freshman or sophomore adviser. (Transfer students may choose a second faculty member.)

F. Notification of admission is by letter. Appeals pertaining to this decision are to be made in writing to the Teacher Education Committee.

G. Students with a baccalaureate degree from another institution seeking certification from Meredith must meet teacher competencies through a program approved by the Department of Education. They must take a minimum of 30 hours of course work at Meredith which may include additional courses in general education and will include specific teaching areas and professional education.

The following structured programs are planned to insure competence in teaching. Most students will satisfy the competencies which are defined by the State Department of Public Instruction by following the prescribed program. Individual needs may be accommodated by special arrangements with the Department of Education and the major adviser.

Requirements for All Certificates

All college requirements for graduation must be met by each student seeking certification. Courses taken to meet college graduation requirements are also applicable to specific requirements in all teacher education programs.

Students completing a teacher education program must also complete a major in another discipline (see page 55).

Elementary Teacher Education Programs (Early Childhood and Intermediate Education)

Students who expect to secure North Carolina Class A certificates to teach at the elementary level (early childhood and intermediate) must meet the requirements for minimum semester hours listed below.

Early Childhood

- Language arts 9
  - English composition and grammar
  - English literature
  - American literature
- Social studies 12
  - History (100, 200, 214, or 224)
  - Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)
  - Two fields selected from the following: anthropology, economics, history, cultural geography, political science, sociology
- Natural science 6
- Mathematics 3
  - Mathematics 100
- Cultural arts 8
  - Art in the Elementary School, Art 744 ... 4
  - Music in the Elementary School, Music 744 4
- Health and physical education 4
  - Health Education in the Elementary School, HED 744 2
  - Physical Education in the Elementary School, PED 744 2
- Education 30
  - Educational Psychology, Edu. 234 3
  - Child Growth and Development, Edu. 347 or Developmental Psychology, Psy. 204 3
  - Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336 3
  - Communication Skills in the Elementary School, Edu. 344 3
  - Perspectives in Early Childhood Education, Edu. 348 3
  - Literature in the Elementary School, Edu. 455 ..... (Block) 2
  - Mathematics in the Elementary School, Edu. 456 ..... (Block) 2

Science in the Elementary School, Edu. 457 ..... (Block) 2
Social Studies in the Elementary School, Edu. 458 ..... (Block) 2
Seminar in Education: Early Childhood, Edu. 440 ..... (Block) 1
Student Teaching, Edu. 439 ..... (Block) 6

Intermediate

Language arts 9
English composition and grammar
English literature
American literature

Social studies 12
History (100, 200, 214, or 224)
Sociology 335 (Soc. 230 or 260 strongly recommended as prerequisites)
Two fields selected from the following: anthropology, economics, history, human geography, political science, sociology

Natural science 6

Mathematics 3
Mathematics 100

Cultural arts 8
Art in the Elementary School, Art 744 ... 4
Music in the Elementary School, Music 744 4

Health and physical education 4
Health Education in the Elementary School, HED 744 2
Physical Education in the Elementary School, PED 744 2

Education 30
Educational Psychology, Edu. 234 3
Child Growth and Development, Edu. 347 or Developmental Psychology, Psy. 204 3
Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336 3
Communication Skills in the Elementary School, Edu. 344 3
Teaching in Elementary and Middle Schools, Edu. 349 3
Literature in the Elementary School, Edu. 455 ..... (Block) 2
Mathematics in the Elementary School, Edu. 456 ..... (Block) 2
Science in the Elementary School, Edu. 457 ..... (Block) 2
Social Studies in the Elementary School, Edu. 458 ..... (Block) 2
Seminar in Education: Intermediate, Edu. 440 ..... (Block) 1
Student Teaching, Edu. 439 ..... (Block) 6

Concentrations

The State Department of Public Instruction has a specific guideline for prospective intermediate teachers requiring concentration of 18 hours in a subject area taught in the intermediate grades. The six concentrations available in Meredith's approved program are:

Language arts (must include "Advanced Grammar and Composition")	18
Social studies	18
Mathematics	18
Science	18
Art	18
Music	18

Secondary Subjects (7-12); Art and Music (K-12)

Students who expect to secure North Carolina Class A certificates to teach secondary subject areas must meet the minimum requirements listed below. It is recommended that students be able to teach at least two subjects at the secondary level.

Major courses, related subjects, and electives are counted towards certification, but it should be noted that the requirements for state certificates and the college requirements for majors do not always coincide.

A. Secondary subjects 7-12

1. All college requirements for graduation. Must include history and mathematics (see details on page 51).
2. Minimum semester hours in teaching fields for grades 7-12:
   - Business education 36
   - English 36
   - French 30
   - Home economics ..... 48 (including certain sciences and related courses)
   - Latin 30
   - Mathematics 30
   - Science 48
   - Social studies ..... 42 (anthropology, economics, geography, history, political science, sociology)
   - Spanish 30
3. Minimum semester hours in professional courses:
   - Educational Psychology, Edu. 234 3
   - Foundations of American Education, Edu. 335 or Philosophy of Education, Edu. 336 3
   - Special Methods Course, Ed. 764 3
   - Adolescent Behavior, Edu. 466 ..... (Block) 3
   - The Secondary School, Edu. 467 ..... (Block) 3
   - Reading Strategies with Secondary Students, Edu. 468 ..... (Block) 1
   - Student Teaching, Edu. 439 ..... (Block) 6

B. Art and music (K-12)
   1. All college requirements for graduation. Must include history and mathematics (see details on page 54).
   2. Minimum semester hours in teaching fields for grades K-12.

      Art 34-37 (See page 76 for art education program requirements.)
      Music 55-59 (See page 103 for music education program requirements.)

CONTINUING EDUCATION

The Continuing Education Program is designed for women 23 years of age or older who wish to resume study after an interruption in their formal education. A woman may re-enter the educational process either through degree credit or enrichment courses.

Degree Credit

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 15) or through special admission as an unclassified student (see pages 18 and 21).

An adviser is available for the initial advising of a returning student should she choose to enter Meredith through the unclassified student option. Upon admission to the degree program, she will be assigned a regular academic adviser while the Office of Continuing Education continues to meet her special needs as well as the needs of those women choosing the regular admissions procedure.

Enrichment

Courses in the enrichment curriculum carry Continuing Education Units (CEU). One CEU is equivalent to 10 contact hours. CEU's do not carry academic credit and cannot be applied to degree credit at Meredith College, but they may be used for teacher certification renewal credit and are recognized by some agencies, institutions, and businesses for certification and advancement purposes. The courses are open to Meredith College students on the same basis that they are offered to the community at large. A variety of enrichment courses are offered in both daytime and evening hours. Personal development seminars are offered in response to the needs of women as they cope with change in modern society. A brochure is available each semester from the Office of Continuing Education.

INDIVIDUALIZED OPTIONS

Special Studies

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies

Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 75.)

Cooperative Education

Cooperative education is an arrangement whereby Meredith cooperates with an outside business or agency to help a student directly explore a career as an integral part of her educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences. Participants receive pay and academic credit for the work experiences which are coordinated and supervised by the Office of Cooperative Education.

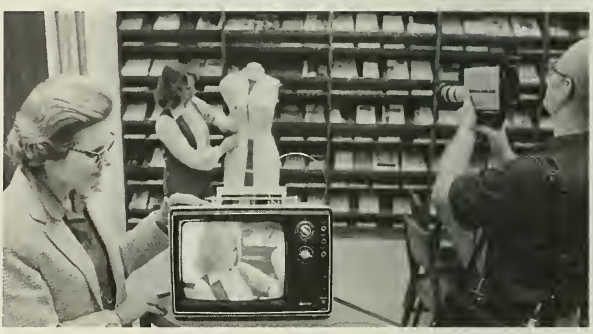
Cooperating Raleigh Colleges

Meredith, Peace, St. Augustine, and St. Mary's Colleges, North Carolina State University, and Shaw University form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are utilized for general enrichment, to strengthen particular majors, to enhance career training, and in certain situations to earn an additional degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain the approval of her adviser, the chairman of the appropriate department, and the dean of the college. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three and each course may carry up to four semester hours' credit.

Meredith Abroad

Students at Meredith have available to them several options for study in foreign countries. Foremost among these options is the college-wide Meredith Abroad Program. Each summer the College offers a course of study in a selected foreign country whereby a student may earn 12 semester hours of credit at the same cost as a semester on campus. Regular members of the College faculty form the core of the teaching staff with occasional utilization of foreign teachers. Other options



are available as follows: departmentally-sponsored programs, summer study at Oxford University in cooperation with the University of North Carolina, individual participation in programs at other institutions, and individual travel as described in the special studies options on page 75.

Those students who wish to enroll in the full semester program that is conducted by Meredith should consult the coordinator of international studies. Other programs are arranged within departments. All programs are publicized on campus.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as much as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University semester on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University of Washington, D. C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

Correspondence Credit

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the chairman of the department involved, and the dean of the college.

Visitation Credit

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student.

She may apply on a form available in the Office of the Vice President and Dean of the College.

SUMMER STUDY

Meredith conducts a summer session consisting of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the dean of the college. She secures written approval of her adviser, the appropriate chairman, and the dean for specific courses. She must then have a transcript sent to Meredith.

ACADEMIC PLANNING AND ADVISING

Academic Advisers

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in pre-professional planning.

Course Load

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

The Freshman and Sophomore Years

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. The only specific courses required in the freshman year are English composition, foreign language and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the area distribution requirements (pages 54 and 55) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without the departmental chairman's permission.

Whenever a student is ready to declare her major she should discuss the matter with the chairman of the department concerned and make proper arrangements.

The Junior and Senior Years

Once she has declared a major the student should consult regularly with her major adviser. Since the student is finally responsible for fulfilling graduation requirements she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at pre-registration for the senior year. If there are problems which she and her adviser cannot solve she should consult the registrar and, in rare cases, the dean of the college.

Graduation

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation may participate in the formal commencement program.

Graduate Record Examination

Early in the senior year a student wishing to go to graduate school should arrange to take the Graduate Record Examination(s)

through the Office of Career Services or at other established testing centers. Detailed information is available from academic advisers or in the Office of Career Services.

Schedule Changes

During the first five class days of each semester a student may change her course schedule without penalty or record. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical emergency withdrawals. No drops are permitted after the final meeting of the class. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially she will be treated as if she were still in the course and her grade recorded accordingly.

Repetition of Courses

A student may repeat a course in order to improve the grade. The student should register for the course the next time it is offered. If repeated at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

Class Attendance

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

CREDIT REGULATIONS

Advanced Placement Credit

Advanced placement and credit are available in several departments. Entering students see page 20. Students in residence should apply directly to the department concerned or to the dean of the college.

Auditing Courses

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

Residence Credit Requirements

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher certification from Meredith must complete at Meredith Education 439, Observation and Directed Teaching and, if required for her program, the following methods courses: Ed. 455, 456, 457, 458, Art 734, Music 720, 721, 722, and any methods courses numbered 764.

A senior transfer student from a regionally-accredited institution must complete at least 30 hours at Meredith. If a senior enters from a college not accredited by the regional accrediting agency, she must attend Meredith for at least two years.

Students who have a bachelor degree from another institution and wish to receive professional certification at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in the department in which she is a major. A student transferring with senior classification

will be expected to take at Meredith at least nine hours in the department in which she is a major. The maximum credit accepted from two-year colleges is 66 semester hours.

Credits from Technical Institutes and Business Colleges

For a student transferring to Meredith from a technical institute or business college, each course from that institution is evaluated individually. The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

Provisional Credit

When the candidate comes from a college belonging to the Southern Association of Colleges and Schools or an association of related rank she will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a non-accredited college will be given provisional credit which must be validated by success in work undertaken at Meredith or by examinations. In order to validate provisional credit other than by examination, she must complete a minimum of 24 semester hours with a C average during her first two semesters at Meredith. If one fails to reach this standard she will have her provisional credits reduced in number by the deficiency in hours or quality points.

Old Credit

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate departmental chairman.

Restricted Credit for Juniors and Seniors

Juniors may take as many as four semester courses numbered in the 100's. Seniors may take as many as two semester courses numbered in the 100's.

Credit in Music

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See page 107 for list of ensemble courses.)

Credit in Physical Education

Of the 124 hours required for graduation, no more than eight may be physical education activity courses.

GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student or to another person designated by the student. Additional requests for reports will be processed as transcript requests.

Standard Grading

In spite of the fact that different disciplines demand different emphases, that in certain areas special skills are necessarily involved, and that absolute uniformity would be impossible and perhaps undesirable, effort has been made to formulate some statement of interpretation of the letter grades.

A Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.

B Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.

C Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.

D Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.

P Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.

F Failure which may not be made up by re-examination.

I The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.

Z An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.

WF The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted.

WP The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. *Withdrawal from class* with a WP mark is allowed throughout the regular class schedule. Students who wish to exercise this option must do so before the final meeting of the class. No withdrawals will be allowed after the examination schedule has begun.

W The student withdrew from college for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.

Pass-Fail Policies

Some courses are taught only for pass-fail grading. A student may register for these courses during a given semester in addition to the following pass-fail options.

Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading of a seminar in her major field and two courses outside her major field. Only one such course may be elected during a single semester. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts; social and behavioral sciences; mathematics and natural sciences; health and physical education; and all courses taken in summer school or in institutions other than Meredith.

B. Physical education activity courses taken as a degree requirement are graded pass-fail for all students. Activity courses taken in addition to the four hour requirement may be taken for a letter grade or may be taken pass-fail in addition to other pass-fail options.

General Regulations

1. Course content and requirements will be the same for P-F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.
2. In computation of grade-point averages an F on a P-F course will be computed as hours attempted; a P will not be computed as hours attempted.
3. When a student registers for the semester in which she elects the P-F option for a course, she will designate the course that she so elects. No changes in such options will be allowed after the first five days of the semester in which schedule changes are normally allowed.
4. A student who changes her major to a department in which she has already taken P-F work may credit only one P-F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.
5. Responsibility for compliance with all rules governing the P-F system rests with the student, and appeals for exception to these will not be heard.

Quality Point Ratio

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. No more hours for a course are ever calculated in the quality point ratio than the number of hours credit carried by the course.

ACADEMIC RECOGNITION

Classification

Students are to be classified on the following basis:

Classification	Semester Hours Credit
Freshman	1-25
Sophomore	25-59
Junior	60-89
Senior	90 and above

Dean's List

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh Colleges courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

Graduation with Distinction

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. A student must have been in residence at Meredith long enough to have earned a minimum of 57 semester hours in courses at Meredith and interinstitutional courses at other Cooperating Raleigh Colleges.

B. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
   1. Meredith credits — all courses taken at Meredith.
   2. Total credits — all courses taken at any institution, including Meredith.

C. Students whose average is at least 3.2 quality points per semester hour are graduated **cum laude**; those whose average is at least 3.6 quality points per semester hour are graduated **magna cum laude**; those whose average is at least 3.9 quality points per semester hour are graduated **summa cum laude**.

RETENTION

To continue their enrollment at the College, all students are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio, with probationary status possible only for non-consecutive semesters, or being approved by a retention committee to continue enrollment.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart:

Total Credit Hours Earned	*Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

Should she fail to achieve this minimum she is placed on academic probation for the following semester. If in that semester she again fails to reach the minimum, her case will be reviewed by an academic retention committee composed usually of the dean of the college, the dean of students, the student's adviser, and two other professors who have taught her. This committee will decide whether the best interest of the student and the College requires suspension or retention. A student's adviser may refer her to an academic retention committee if her progress seems unsatisfactory even though she has met the minimal levels outlined above.

A student suspended for academic reasons may re-apply for admission after an absence of one semester. See pages 24 and 25 for a description of application procedures and the procedure used by the College in considering the request for re-admission.

OFFICIAL WITHDRAWAL

Official withdrawal from the College is effected by all students through the Office of the Dean of Students. Failure to make official withdrawal forfeits the right of honorable dismissal.

PDV
$100,000
25,000

Courses Of Study

- Lower level courses are numbered in the 100's and 200's; upper level courses 300's and 400's; educational method courses in academic disciplines, 700's; special courses, 900's.
- Brackets enclosing the number and title of a course indicate that the course is not given for the current year.
- The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.
- A "block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individualized course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the chairman of the department in which credit is given.
3. Each course must have the approval of the dean of the college.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. One to four semester hours credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect them in addition to her P-F options.

INTERDISCIPLINARY STUDIES

Several departments intermittently offer opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

WOMEN'S STUDIES

Various departments intermittently offer courses which examine different facets of life as a woman. Some examples are women in history; the psychology of women; women in literature, etc. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision-making through the Office of Continuing Education and Special Programs.

CAREER STUDIES

CPS 101 CAREER PLANNING SEMINAR

Designed to aid students in exploring career fields and employment trends, in assessing personal interests, abilities, and strengths; and to develop decision-making skills for relating this information to career plans. The seminar may include speakers and films. Open to all students. Offered for pass-fail grading only. *Credit, one hour.*

COE 302 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment related to student career goals for a summer or a semester. Prerequisites: CPS 101, 60 semester hours of college credit. Employment must be arranged or approved by the director of cooperative education and faculty adviser. Pass-fail grading only. *Credit, four hours.*

COE 403 COOPERATIVE EDUCATION: EMPLOYMENT

Full-time employment for a summer or a semester. Prerequisite: COE 302. Pass/fail grading only. *Credit, four hours.*

ART

Associate Professor White, *Chairman;* Assistant Professor Maron; Instructors Brown, Givvines, Greenberg, Reuer, Short; Visiting Lecturer Green.

The department offers a major in art.

The student who studies art at Meredith learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through courses in art history. Wherever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Upon completion of the basic requirements listed below, the student may complete her 34 hour requirement for the major by electing courses which concentrate upon one or several of the areas offered in the art curriculum. Provision is made for those students who wish teacher certification in art as well as those who wish elementary certification. Through the Special Studies Program, a student may pursue certain projects of a career-oriented nature. Students planning to enter graduate school are urged to consult early with the chairman of the art department in order to gain maximum preparation from the undergraduate program at Meredith.

Requirements for a Major

Thirty-four hours in art as follows: Art History 120, 322, and three hours elective; Basic Studio 101, 102, and 103; six hours of upper level studio courses in two areas; Senior Exhibition, one hour; art electives, nine hours.

Art Education Program

Art courses	34-37
Basic Drawing and Composition 101	3
Basic Design and Color 102	3
Basic Three-Dimensional Design 103	3
History	
Introduction to Western Art 120	3
Modern Art 322	3
One three-hour elective	3
Painting 302	3
Printmaking 303	3
Ceramics 203 or Sculpture 204	3
Senior Exhibition 492	1
Art electives	6-9
Professional courses	17-21
Educational Psychology 234	3
Reading (Education 344 or 468)	1-3
Methods in the Teaching of Art, 734	3
Observation and Directed Teaching 439	6
Additional education courses determined by the student and her adviser	3-6
Total hours	51-58

Art History

120 INTRODUCTION TO ART HISTORY

A one semester lecture course designed to introduce students to great works of visual art of past and present civilizations, to be considered in historical sequence. Emphasis is placed on art of the Western world. As an aid to students in their full appreciation of art, attention is given to techniques and aesthetic principles. Required of art majors. *Credit, three hours.*

220 INTRODUCTION TO NON-WESTERN ART

A survey of the visual art forms produced by societies other than those within the Western tradition. *Credit, three hours.*

320 ANCIENT AND MEDIEVAL ART

A comprehensive survey of art from pre-historic times through the earlier Christian periods. The civilizations of ancient Egypt, Mesopotamia, Greece, and Rome, and the earlier Christian civilization through the Romanesque and Gothic periods will be focal points for discussion. Prerequisite: Art 120 or permission. *Credit, three hours.*

321 RENAISSANCE AND BAROQUE ART

A comprehensive survey of architecture, sculpture, and painting from the early 14th through 18th centuries. Special emphasis will be given to the Italian Renaissance and the art of northern Europe. Prerequisite: Art 120 or permission. *Credit, three hours.*

322 MODERN ART

A comprehensive survey of architecture, sculpture, and painting from the mid-18th century to the present day. Special emphasis will be given to the study of major movements in modern painting, including Classicism, Romanticism, Impressionism, Expressionism, Cubism. Contemporary art will be viewed through lectures and current exhibitions. Required of art majors. Prerequisite: Art 120 or permission. *Credit, three hours.*

Studio

101 BASIC DRAWING AND COMPOSITION

A study of drawing fundamentals and relationships within the pictorial composition. Work in this course is primarily in black and white. Required of art majors. Six studio hours a week. *Credit, three hours.*

102 BASIC DESIGN AND COLOR

Detailed analysis of the elements and principles of design with emphasis on problems involving color. Work in this course will be primarily two-dimensional. Required of art majors. Six studio hours a week. *Credit, three hours.*

103 BASIC THREE-DIMENSIONAL DESIGN

Detailed analysis of the elements and principles of design as used in three-dimensional form. Required of art majors. Six studio hours a week. *Credit, three hours.*

201 BEGINNING STUDIO FOR NON-MAJORS

A course in the fundamentals of art for students other than art majors. Consideration of the elements and principles of design and their application in problems involving various art media. Six studio hours a week. *Credit, three hours.*

202 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting and composition; darkroom techniques for making photograms, contact prints, enlargements and manipulated prints; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Six studio hours a week. *Credit, three hours.*

The following studio courses offer instruction at several levels in the same section and may be taken on multiple occasions:

203 CERAMICS

Six studio hours a week. *Credit, three hours.*

204 SCULPTURE

Prerequisite: Art 103 or permission. Six studio hours a week. *Credit, three hours.*

301 DRAWING

Prerequisite: Art 101 or permission. Six studio hours a week. *Credit, three hours.*

302 PAINTING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. *Credit, three hours.*

303 PRINTMAKING

Prerequisites: Art 101 and Art 102 or permission. Six studio hours a week. *Credit, three hours.*

304 PHOTOGRAPHY

Prerequisite: Art 202 or permission. Six studio hours a week. *Credit, three hours.*

Commercial Art

305 GRAPHIC DESIGN

This course recognizes the application of the elements and principles of visual art in the workaday world. Emphasis on creative solutions to design problems relating to commerce, industry, and the larger environment. Opportunity for tailor-made projects through which the student may further her career objectives. Prerequisite: Art 101, 102, and 103. Six studio hours a week. *Credit, three hours.*

306 INTERIOR DESIGN

See Home Economics 306, page 98. *Credit, three hours.*

447 ADVANCED INTERIOR DESIGN

See Home Economcs 447, page 98. *Credit three hours.*

Art Education

744 ART IN THE ELEMENTARY SCHOOL

Designed to develop an understanding of the role of art in culture, self-expression, and creativity. Emphasis will be placed on child development, lesson planning, knowledge of and skills with art materials, ordering supplies, and classroom arrangement. An understanding of art elements, art philosophies, and the importance of art in daily living will be fostered. May not be counted toward general education requirements. *Credit, four hours.*

734 METHODS IN THE TEACHING OF ART (for Art Majors)

A study of the aims of art in the school and its place in the integral program; practice in art problems for the classroom teacher, together with the selection and preparation of illustrative material to meet the needs of pupils of different grade levels. Prerequisite: 12 hours of art. One lecture and four studio hours a week. May not be counted toward a major or toward general education requirements. Fall semester only. *Credit, three hours.*

Seminar and Senior Exhibition

491 SEMINAR

A study and review group meeting with the staff to consider crucial issues in the field of art. Open to all students who have had at least six hours in art history. *Credit, two hours.*

492 SENIOR EXHIBITION

Preparation and presentation of the exhibition required of senior art majors. All art majors should register for this course in the last semester of their senior year. *Credit, one hour.*

BIOLOGY

Professor Bunn, *Chairman;* Assistant Professors Eads and Reid; Instructor Miller.

The department offers a major in biology (B.A. or B.S.).

The Department of Biology meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular emphasis which relates the field to the physical sciences, home economics and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

A Bachelor of Science or Bachelor of Arts degree in biology provides training for both academic and industrial research as well as for teaching. A biology major provides excellent background for health-related fields. The program provides all needed prerequisites for post-graduate studies in the various areas of medical technology, medicine, dentistry, veterinary medicine, public health administration, physical therapy, opthalmology and graduate studies in all areas of the biological sciences.

Requirements for a Major

BACHELOR OF ARTS

Thirty semester hours in biology, including 101, 102, 211, 222, 331, 334, 321 or 336. Other requirements include Chemistry 111, 112, and 221, and mathematics through at least one semester of calculus (Mathematics 211); SCI 764 does not count toward a major. Students qualifying for a teaching certificate in high school biology must also include one year of either physics or earth science.

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

BACHELOR OF SCIENCE

Thirty-six semester hours in biology, including 101, 102, 211, 222, 323, 331, 334, and 321 or 336 plus one approved biology elective. Two hours of biology seminar or special studies in addition to the courses listed above. Thirty-three hours of related subjects as listed in the B.A. requirements above plus Physics 221 and 222, one additional course in chemistry, and one additional advanced course in mathematics (245 or 212 recommended).

Students who elect biochemistry as a requirement must take the lecture and the laboratory.

101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include: biology at the cellular and subcellular levels, vertebrate physiology and anatomy with an emphasis on man, and biology of the flowering plants. Corequisite: Biology 141. Three lectures a week. *Credit, three hours.*

141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in Biology 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Corequisite: Biology 101. Meets two hours a week. *Credit, one hour.*

102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Corequisite: Biology 142. Three lectures a week. *Credit, three hours.*

142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in Biology 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics, and an ecology field trip. Corequisite: Biology 102. Meets two hours a week. *Credit, one hour.*

211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: Biology 101, 102. Three lectures and three laboratory or field trip hours a week. *Credit, four hours.*

222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic approach to the major groups of the invertebrate animals. Both type animals commonly encountered and transitional forms studied as to life history, morphology, physiology, ecology and economic importance. Possibility of field trips to study, collect, and classify animals in their natural habitats. Prerequisite: Biology 101, 102. Two lectures and six laboratory or field trip hours a week. *Credit, four hours.*

[234 PRINCIPLES OF ECOLOGY]

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Alternates with 322. Prerequisite: Biology 101. Three lectures and three laboratory hours a week. *Credit, four hours.*

[321 COMPARATIVE VERTEBRATE ANATOMY]

A course dealing with the morphology, anatomy, and development of the various vertebrate organs and systems of organs. Various vertebrate types, including fish, amphibia, and mammals, to be dissected in the laboratory. Alternates with 323. Prerequisite: Biology 101, 102; Biology 222 recommended. Two lectures and four laboratory hours a week. *Credit, four hours.*

322 VERTEBRATE EMBRYOLOGY

Laboratory study of maturation, fertilization, segmentation, formation of germ layers, origin of characteristic vertebrate organs in representative forms. Special emphasis placed on the chick and pig in laboratory and outside readings to show comparative stages in other vertebrates. Alternates with 234. Prerequisite: Biology 101, 102. Two lectures and six laboratory hours a week. *Credit, four hours.*

323 VERTEBRATE PHYSIOLOGY

Anatomy to be studied only so far as it is necessary to understand the functions of the different systems of the body. Laboratory work to include study of muscular and nervous systems of animals and experimentation in digestion, circulation, respiration, and excretion. Especially adapted to students preparing to study medicine or nursing or to become technologists. Alternates with 321. Prerequisite: Biology 101, 102; Chemistry 111, 112. Three lectures and one three-hour laboratory a week. *Credit, four hours.*

331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: Biology 111, 112. Recommended, Mathematics 110 or equivalent. Corequisite for biology majors: Genetics Lab (Bio. 341). Three lectures per week. *Credit, three hours.*

341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, Bio. 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: Mathematics 110 or equivalent. Corequisite: Genetics Bio. 331. Three hours laboratory per week. *Credit, one hour.*

334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to everyday life. Laboratory work to include culture and staining techniques; principles of sterilization and disinfection; bacteriological examination of air, foods, water, and milk; and experiments on fermentation. Recommended for home economics majors. Prerequisites: Biology 101, 102 and Chemistry 111, 112 or their equivalents. Two lectures and four laboratory hours a week. *Credit, four hours.*

336 BIOCHEMISTRY

A study of the chemistry of biological systems with emphasis on metabolism. Prerequisite: Chemistry through 221, and Biology 101. Also offered as Chemistry 336. *Credit, three hours.*

346 BIOCHEMISTRY LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles in Biochemistry (Bio. 336), e.g. gas, thin layer, paper, column chromatography; polarimetry; as well as standard chemical tests. Corequisite: Bio. or Che. 336. Three laboratory hours per week. *Credit, one hour.*

499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only. *Credit, one hour.*

SCI 764 THE TEACHING OF SCIENCE

May not be counted toward a major. *Credit, three hours.*

Under a plan of interinstitutional cooperation, there are available at North Carolina State University additional courses in genetics, botany, zoology, and microbiology and elementary courses in geology which may be of interest to biology majors. Similarly, at St. Augustine's College courses in radiochemistry and radiobiology are available for biology majors.

Students who wish advanced study or research in biology should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

BUSINESS AND ECONOMICS

Professor Frazier, *Chairman;* Assistant Professors Johnson and Simmons; Instructors Mosier, Oliver, Sasnett and Wessels.

The department offers a B.S. degree in business administration with concentrations in management, office administration, and economics and a B.A. degree in economics.

Requirements for B. S. Degree In Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentrations.

The core consists of the following courses: Economics 210, 211; Business 330, 331, 346, 366, 490; and Mathematics 245 (or equivalent).

The management concentration provides a student the opportunity to strengthen her leadership and decision-making qualities and to qualify for initial positions at an appropriate level of management or as a management trainee. The student who chooses this concentration must take Business 432 and 445 and 18 additional hours chosen from: Business 384, 433, 446, 454, 494; Economics 364, 455; and approved business or economic courses.

The office administration concentration enables a student to qualify for a teaching certificate in business or to enter business as an administrative secretary or assistant in areas where office skills and procedures are desirable. The student who chooses this concentration must take at least 24 hours above the core; including Business 220 (or equivalent), 221, 320, 321, 344, 384, 422, and approved electives in business and economics. A student qualifying for a North Carolina teacher's certificate must meet requirements specified in the approved teacher education program.

The economics concentration affords a student the opportunity to develop her interest in economic theory and its application and to prepare for a position in a specialized business, financial institution, or governmental agency or for admission to graduate school. A student who chooses this concentration must take Economics 445 and 21 additional hours chosen from Economics 324, 364, 374, 434, 435, 455, 456, Business 494, and approved advanced economics courses.

Students in the office administration concentration must present evidence of having completed 40 hours of approved work experience. All other students are encouraged to acquire work experience related to their interests and concentrations.

Requirements for B.A. Degree in Economics

Twenty-four hours in economics, including 210 and 211. Majors are urged to take Mathematics 211.

Accounting

330 ACCOUNTING PRINCIPLES

Study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. *Credit, three hours.*

331 ACCOUNTING PRINCIPLES

Application of accounting principles to partnerships and corporations, income tax, introduction to cost accounting, analysis of financial reports and statements. Prerequisite: Business 330. *Credit, three hours.*

432 MANAGERIAL ACCOUNTING

Analysis of financial data for managerial decision-making; interpretation of accounting data for planning and controlling business activities. Prerequisites: Business 330 and 331. *Credit, three hours.*

433 COST ACCOUNTING

The analysis of cost factors and their relationships with production, emphasizing cost procedures and information systems; internal control budgeting. Prerequisite: Business 432. *Credit, three hours.*

Business Administration

110 FUNDAMENTALS OF BUSINESS

Introduction to business, including objectives, functions, principles, and services of business; the place of business in society; and trends in business. *Credit, three hours.*

366 PRINCIPLES OF MARKETING

Principles and methods associated with the movement of goods and services from the producer to the consumer; marketing functions and institutions *Credit, three hours.*

384 BUSINESS COMMUNICATION AND REPORTS

Analysis and composition of adjustment, credit, collection, employment, sales, and goodwill letters; preparation and presentation of oral and written business reports. Prerequisite: Business 220 or special permission from the instructor. *Credit, three hours.*

454 BUSINESS LAW

Legal principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society. *Credit, three hours.*

490 CORPORATION FINANCE

Financial analysis, working capital management, cost of capital, profitability and risk, short- and intermediate-term financing, long-term financing; external growth; and problems in financing. Prerequisite: Business 331. *Credit, three hours.*

494 DECISION ANALYSIS

An examination and application of data-gathering, analysis methods, and decision-making techniques with emphasis on primary and secondary data sources; series; parametric statistical analysis; decisions under risk and uncertainty; cost-benefit analysis; and simulation models. Prerequisites: Mathematics 245 and Business 346. *Credit, three hours.*

Management

346 PRINCIPLES OF MANAGEMENT

Introduction to management with emphasis on objectives, principles, and managerial decision-making; analysis of basic functions of planning, organizing, motivating, and controlling; and personnel policies. *Credit, three hours.*

446 PERSONNEL MANAGEMENT

The principles, practices, and underlying theories of personnel management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; and manpower planning. Prerequisite: Business 346. *Credit, three hours.*

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

Study of business and economic issues of contemporary significance; application of economic theories and management principles; guest lectures by business executives; and student research reports. Prerequisite: Business 346 and senior standing. *Credit, three hours.*

Office Administration

220, 221 TYPEWRITING

Development of typewriting skills; application of skill and knowledge to business letters, manuscripts, tabulation problems, and office forms. Prerequisite for Business 221: Business 220 or a test demonstrating acceptable speed, control, and production levels. *Credit, six hours.*

320, 321 ELEMENTARY SHORTHAND

Principles of Gregg Shorthand; development of skill to take dictation at 80 words a minute for five minutes on new material and produce acceptable transcripts. Prerequisite or corequisite: Business 220 and 221. Prerequisite for Business 321: Business 320 or equivalent. *Credit, six hours.*

344 OFFICE PROCEDURES AND MANAGEMENT

Selection and effective use of office equipment and supplies; development of working knowledge of transcribing machines, duplicating machines, and calculators; filing and records management. Prerequisite: Business 221 or equivalent. *Credit, three hours.*

422 ADVANCED SHORTHAND

Review of shorthand theory; further development of dictation and transcription skills; special attention to mailable transcripts and production competency. Prerequisite: Business 221, Business 321 or equivalent. *Credit, three hours.*

Miscellaneous

764 THE TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of the philosophy and the objectives of business education and the importance of planning and evaluating. May not be counted toward a major. *Credit, three hours.*

934 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Planned conferences and programs for integrating experience with theory from courses taken in major. Limited to senior majors (advanced juniors by special permission). *Credit, three hours.*

Economics

210 PRINCIPLES OF ECONOMICS

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies. *Credit, three hours.*

211 PRINCIPLES OF ECONOMICS

A continuation of Economics 210, with microeconomic emphasis to include an examination of the market, prices, costs, the production process, forms of competition, theory of the firm, international trade, and economic growth. Prerequisite: Economics 210. *Credit, three hours.*

324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas, their origins and institutional framework, with primary emphasis on an interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisite: Economics 210. *Credit, three hours.*

364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis upon labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination. Prerequisite: Economics 210. *Credit, three hours.*

374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision-making in the marketplace; economic, psychological, and customary factors motivating buying; government protection for the consumer; consumer credit institutions; insurance; investments; and management of personal and family finances. *Credit, three hours.*

434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of the multinational corporations and common markets. Prerequisite: Economics 210 and 211. *Credit, three hours.*

435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, communism, and their variants; and an evaluation of those systems as means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economics of the United States, Russia, Great Britain, India, and the Common Market countries. Prerequisite: Economics 210. *Credit, three hours.*

445 SEMINAR IN THE MANAGEMENT OF BUSINESS AND ECONOMIC AFFAIRS

For description, see Business 445. *Credit, three hours*

455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisite: Economics 210 and 211. *Credit, three hours.*

456 PUBLIC FINANCE

Principles of taxation and the budgetary expenditure process; the role of government in allocation of resources, stabilization of the economy and income redistribution; and debt management. Prerequisite: Economics 210. *Credit, three hours.*

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

CHEMISTRY AND PHYSICAL SCIENCE

Associate Professor Shiflett, *Chairman*; Professor Bunn; Assistant Professors Birkin and Neeley.

The department offers a major in chemistry (B.A. or B.S.)

The chemistry department seeks to prepare students for a variety of goals in life. A major in chemistry provides a student with a well-rounded education, as well as preparing her specifically for graduate or professional school, or for a career in chemistry at the bachelor's degree level.

A major in chemistry leads directly to a variety of graduate and professional schools. A student should obtain additional information from the department concerning exact course requirements for specific schools. Examples of graduate and professional opportunities are medical, dental, and veterinary schools; medical technology programs; graduate schools in chemistry, biochemistry, textile chemistry, wood and paper chemistry, and a great number of health-related fields.

For the student majoring in another discipline and desiring a concentration in chemistry, the following sequence of courses fits the requirements of most health-related professional schools: Chemistry 111, 112, 221, 222, or 351. Chemistry 352 is also recommended for many programs.

Requirements for a Major

BACHELOR OF ARTS

Thirty-two semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 499; Physics 221, 222; Mathematics 211, 212.

BACHELOR OF SCIENCE

Thirty-eight semester hours in chemistry, including 111, 112, 221, 222, 351, 352, 474, 485, 499; one additional course in physical chemistry; at least one hour credit in original laboratory research; 24 hours in related subjects, including Physics 221, 222; Biology 101; Mathematics 211, 212, 354, 220 (another advanced level course in mathematics may be substituted for 354 with approval of the chemistry and mathematics departments). German 100, 101 is recommended to fulfill the foreign language requirement.

Geography 204 carries credit toward the area requirement in the natural sciences. Geography 205, 236, and 368 may be used for credit toward the area requirement in the social sciences.

Chemistry

111 GENERAL CHEMISTRY

Fundamental concepts of chemistry, emphasizing theoretical and physical chemical principles. Three class hours a week. Corequisite: Chemistry 141. *Credit, three hours.*

141 GENERAL CHEMISTRY LABORATORY

Introduction to experimental physical principles and qualitative analysis. Three laboratory hours a week. Corequisite: Chemistry 111. *Credit, one hour.*

112 GENERAL CHEMISTRY

A continuation of fundamental concepts, including more advanced theoretical and descriptive chemistry. Three class hours a week. Prerequisite: Chemistry 111, 141. Corequisite: Chemistry 142. *Credit, three hours.*

142 GENERAL CHEMISTRY LABORATORY

Introduction to quantitative analysis with primary emphasis on volumetric techniques. Three laboratory hours a week. Corequisite: Chemistry 112. *Credit, one hour.*

221 ORGANIC CHEMISTRY

Fundamental principles, reactions, and mechanisms of organic chemistry. Three class hours per week. Prerequisite: Chemistry 112, 142. Corequisite: Chemistry 241. *Credit, three hours.*

241 ORGANIC CHEMISTRY LABORATORY

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours a week. Corequisite: Chemistry 221. *Credit, one hour.*

222 ORGANIC CHEMISTRY

A continuation of Chemistry 221, emphasizing mechanisms, reactions, and physical methods of organic chemistry. Three class hours a week. Prerequisite: Chemistry 221, 241. Corequisite: Chemistry 242. *Credit, three hours.*

242 ORGANIC CHEMISTRY LABORATORY

Experimental organic chemistry with emphasis on qualitative analysis of organic compounds, using chemical tests and instrumental analysis. Three laboratory hours a week. Corequisite: Chemistry 222. *Credit, one hour.*

336 BIOCHEMISTRY

See Biology 336, page 80. *Credit, three hours.*

346 BIOCHEMISTRY LABORATORY

See Biology 346, page 80. *Credit, three hours.*

351 QUANTITATIVE ANALYSIS

A study of volumetric and gravimetric methods of analysis. Prerequisite: Chemistry 111, 112. Two class hours and six laboratory hours a week. *Credit, four hours.*

352 INSTRUMENTAL ANALYSIS

A study of the theory and practice of instrumental methods of analysis. Prerequisite: Chemistry 221. Two class hours and six laboratory hours a week. *Credit, four hours.*

474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry. Three class hours a week. Prerequisite: Chemistry 112, 142. *Credit, three hours.*

444 INORGANIC CHEMISTRY LABORATORY

Advanced techniques of inorganic preparations. Three laboratory hours a week. Prerequisite or corequisite: Chemistry 474. *Credit, one hour.*

485 PHYSICAL CHEMISTRY

Prerequisite: Chemistry 111, 112; Physics 221, 222; Mathematics 211, 212. *Credit, four hours.*

499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only. *Credit, one to three hours.*

Physics

204 PRINCIPLES OF PHYSICS

A non-mathematical treatment of the fundamental principles of physics, with emphasis on their relevant applications. *Credit, three hours.*

221 GENERAL PHYSICS I

Mechanics, heat, and wave-motion. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

222 GENERAL PHYSICS II

Electricity and magnetism, light, and modern physics. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

Geography

204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of man's physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Offered both semesters. Three class hours and one three-hour laboratory period a week. *Credit, four hours.*

205 WORLD REGIONAL GEOGRAPHY

A systematic survey of the major world regions with regard to culture, natural resources, economics, and political ties, and their future position in world trade. Prerequisite: Geography 204 or special permission of the departments concerned. *Credit, three hours.*

236 CONSERVATION OF NATURAL RESOURCES

An introductory survey of the use and abuse of soils, minerals, water, forests, public lands, and recreational areas, with emphasis on the ever growing problem of preservation for future generations. *Credit, three hours.*

368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies. *Credit, three hours.*

SCI 764 THE TEACHING OF SCIENCE

See page 86. May not be counted toward a major. *Credit, three hours.*

Additional courses in chemistry and physics are available through the Cooperating Raleigh Colleges.

A student interested in a joint degree program in chemical engineering with North Carolina State University should contact an adviser within the chemistry department during her freshman year.

Students who wish advanced study and research in chemistry and physics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

EDUCATION

Associate Professor Murray, *Chairman;* Associate Professor Browde; Assistant Professors Allred and Calvert; Instructor M. Frazier.

Teacher Education

A student may choose teacher certification as a second area of concentration. A major subject in the liberal arts must be selected from the list on page 55. Programs are available for certification as a teacher on the secondary level (grades 7-12); on the intermediate level (grades 4-9); in early childhood (kindergarten — grade 3); and art or music (kindergarten - grade 12). See pages 58-62 for details of major subject selection and teacher education procedures.

Education Courses

Educational Psychology (Education 234), is recommended as the first course in the professional sequence.

234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. *Credit, three hours.*

335 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural foundations perspective including an understanding of the American education goal, appreciating the backgrounds leading to the development of this goal, and becoming familiar with the relevant research and literature. Consideration is given to educational organization, finance, administration, and curricula, as well as current issues facing American schools. *Credit, three hours.*

336 PHILOSOPHY OF EDUCATION

A study of the philosophical issues which bear upon education. A comparative treatment of the conflicting beliefs about reality, knowledge, and value is made in terms of idealism, realism, scholasticism, experimentalism, and existentialism. Linguistic analysis in education is also examined. *Credit, three hours.*

344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOLS

Module A: Reading and Related Communications Skills

A study of the interrelated processes of listening, speaking, reading, and writing with particular emphasis upon the major aspects of reading instruction. *Credit, two hours.*

Module B: The Teaching of Phonics

An intensive study of the major word attack skills. The relationship of phonology to orthography is explored, and strategies for teaching interrelated phonics and structural analysis skills are developed. The particular needs of the early childhood and intermediate teacher will be considered. *Credit, one hour.*

347 CHILD GROWTH AND DEVELOPMENT

A study of the growth and development of children through early adolescence. Consideration is given to understanding the behavior of children and related basic psychological processes. Included are an emphasis upon psychological research pertaining to children in the home and school and practical suggestions for guiding them in their growth and development towards adolescence and adulthood. *Credit, three hours.*

348 PERSPECTIVES IN EARLY CHILDHOOD EDUCATION

A review of the historical, philosophical, and psychological foundations of early childhood education. Emphasis will also be given to the development of concepts in young children. *Credit, three hours.*

349 TEACHING IN ELEMENTARY AND MIDDLE SCHOOLS

A study of the structure and function of elementary and middle schools with emphasis on the role of the teacher. Consideration is given to curriculum organization, planning and evaluation, the use of instructional materials and resources, teacher-parent relationships, records and reports. Fall semester only. *Credit, three hours.*

439 OBSERVATION AND DIRECTED TEACHING

Designed to give the student teaching experience in a school setting. All student teaching is on the block. Student teachers take advanced courses in education for the first eight weeks of the semester; during the last eight weeks, student teachers are in the school classroom for the entire day. Weekly seminars are arranged. Fee, $50. Block course. Pass-fail only. *Credit, six hours.*

Student Teaching Requirements

The following requirements must be met before a student is permitted to register for student teaching.

A. An overall grade point average of 2.00 or above to have been achieved by the end of the term prior to student teaching.

B. Observation and participation in the public schools and/or with children and youth in other situations.

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness.

D. Current enrollment in or satisfactory completion of all required special methods courses.
E. The required physical exam for public school teachers.
F. Filing of an application for student teaching placement with the Department of Education.

440 SEMINAR IN EDUCATION (Early Childhood and Intermediate)

A study of the current issues having a direct influence upon educational practice and research. This is taken concurrently with Education 439 and is offered in separate sections for those certifying in early childhood and intermediate elementary education. Block course. Pass-fail grading only. *Credit, one hour.*

455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of mathematics in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies which facilitate the teaching of science in the elementary school with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources and strategies which facilitate the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course. *Credit, two hours.*

466 ADOLESCENT BEHAVIOR

A concentration upon the characteristics, needs, and problems of adolescents, with consideration of the psychological basis of adolescent behavior, including measurement procedures and research results. Understanding and guiding adolescents in the classroom is intended by this course. Block course. *Credit, three hours.*

467 THE SECONDARY SCHOOL

The historical development and a consideration of the place and function of secondary education in our democracy; the organization and administration of the high school curriculum, methods of planning and teaching, qualifications of the high school teacher, student guidance, records, and reports. Block course. *Credit, three hours.*

468 READING STRATEGIES WITH SECONDARY SCHOOL STUDENTS

A series of experiences designed for the classroom teacher in the secondary school with emphasis upon assisting students having difficulties in reading, developing techniques for enabling students to improve their reading skills, and utilizing methods which encourage students to read. Block course. Pass-fail grading only. *Credit, one hour.*

Special Methods Courses

Special methods courses are offered for those enrolling in elementary (early childhood and intermediate) education. Three semester hours of special methods in the field in which one is planning to teach are expected for a secondary certificate; six semester hours may be taken by those who intend to be certified in two fields. In these courses students are introduced to aims, objectives, materials, and techniques of the teaching fields and levels of the approved teacher education programs.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art. *Credit, three hours.*

744 Art in the Elementary School. *Credit, four hours.*

764 The Teaching of Science. *Credit, three hours.*

764 The Teaching of Business. *Credit, three hours.*

764 The Teaching of English. *Credit, three hours.*

764 The Teaching of Foreign Language. *Credit, three hours.*

744 Health Education in the Elementary School. *Credit, two hours.*

744 Physical Education in the Elementary School. *Credit, two hours.*

764 The Teaching of Social Studies. *Credit, three hours.*

764 Methods of Teaching Home Economics. *Credit, three hours.*

764 Methods of Teaching Secondary Mathematics. *Credit, three hours.*

720 Materials and Methods for Teaching Music in Grades K-3. *Credit, two hours.*

721 Materials and Methods for Teaching Music in Grades 4-6. *Credit, two hours.*

722 Materials and Methods for Teaching Music in Grades 7-12. *Credit, two hours.*

744 Music in the Elementary School. *Credit, four hours.*

ENGLISH

Professor Rose, *Chairman;* Professor Knight; Assistant Professors Gilbert, Humble, Samson and Taylor; Instructor Jones.

The department offers a major in English.

Certain clearly defined aims have determined both the individual course offerings and emphases and the program for majors in the Department of English. In brief, these may be defined as appreciation of human values; skills in expression, both oral and written, including increased ability to think logically and independently, as well as to express those thoughts clearly and effectively; and aesthetic appreciation and enjoyment of great literature which preserves our cultural heritage. It is the hope of the department that courses in both language and literature, committed to such ends, will foster in the student a continuing interest in self-cultivation in these powers of thought, expression, and appreciation.

The study of English as a major may prepare a student for graduate study in this or related fields or for careers in such areas as the following: teaching and school administration; journalism and editorial work; personnel work and counseling; positions in business and research, libraries, museums, churches; free-lance media writing. A major in English is also highly recommended as pre-professional training for both law and medicine.

Requirements for a Major

Thirty hours in English, including 111, 201, 374 or equivalent, and a seminar. Twelve hours must be selected from 351, 352, 355, 356, 357, 498, and at least six additional hours from courses numbered above the 200's.

No credit in English is given for 764. English 202 is strongly recommended for the English major.

Prerequisites

English 111 is a prerequisite for all other courses in English; English 201 is a prerequisite for all other literature courses in the department.

111 PRINCIPLES OF WRITING

Offered both semesters. *Credit, three hours.*

201 MAJOR BRITISH WRITERS

Offered both semesters. *Credit, three hours.*

202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to English 201. *Credit, three hours.*

206 MAJOR AMERICAN WRITERS
Offered both semesters. *Credit, three hours.*

208 WORLD MASTERPIECES IN TRANSLATION
Credit, three hours.

235 CREATIVE WRITING
Credit, three hours.

351 OLD ENGLISH
Credit, three hours.

352 CHAUCER
A study of Chaucer's poetry with a few selections from other Middle English writings. Prerequisite: English 351. *Credit, three hours.*

355,356 SHAKESPEARE
A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. *Credit, three or six hours.*

357 MILTON SEMINAR
Poetry and selected prose. *Credit, three hours.*

358 ADVANCED GRAMMAR AND COMPOSITION
Introduction to linguistics; a study of traditional and transformational grammars; the writing of expository papers. *Credit, three hours.*

359 AMERICAN LITERATURE SEMINAR
Selected topics for study. Prerequisite: English 206 or equivalent. *Credit, three hours.*

364 ENGLISH AND AMERICAN POETRY OF THE TWENTIETH CENTURY
A study of some of the principal 20th century English and American poets and their works. *Credit, three hours.*

365 ENGLISH POETRY OF THE ROMANTIC PERIOD
A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period. *Credit, three hours.*

368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY
A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms. *Credit, three hours.*

[370 ENGLISH AND AMERICAN PROSE OF THE TWENTIETH CENTURY]
A study of the selected works (novels, short stories, and drama) by 20th century English and American authors. *Credit, three hours.*

374 TECHNIQUES OF LITERARY RESEARCH
A directed individualized study, including a survey of library resources and research techniques and culminating in a short research paper. Open only to English majors. *Credit, one hour.*

498 SENIOR SEMINAR
Representative epics, dramas, and novels of Continental literature studied in relation to English literature. Open only to majors in English. *Credit, three hours.*

764 THE TEACHING OF ENGLISH
See page 86. Block course. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study and research in literature should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Associate Professor Ledford; Assistant Professors Holt and Seabrook; Instructors Finlator, Short, and Winz.

The Department of Foreign Languages offers a major and a minor in French and Spanish, two years of Latin with some advanced work for those who need it, and two years of German. The department has as its basic objectives the acquisiton of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization and literature.

Requirements for a Major

Twenty-four hours in foreign languages above 101, 102, including 364 and 365. Majors in French or Spanish must include 305 and 306. Majors in Spanish must also include 366 and 367. Foreign language majors are urged to include a second foreign language as a related field. In order to comply with certification requirements, students who plan to teach French or Spanish must take the courses numbered 305 and 306 in the language to be taught. All students planning to teach a foreign language must take 764 which may not be counted toward a major. Advanced courses in literature are open to non-majors. In these courses, some accommodation is made for non-majors in the use of the language.

Advanced Placement

A placement test will be given in August, December, and May. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 level.

For example, an entering student who places at the 300 level would receive six hours credit. A continuing student who completes 101, 102 and who places at the 300 level would receive six hours credit. A student who completes 201 and who places at the 300 level would receive three hours credit.

To receive advanced placement credit, the students must complete one three-hour course at the appropriate level with a grade of C or better.

French

101 ELEMENTARY FRENCH READING AND CONVERSATION I

Conversation Sections

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for French 102 or 201. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

Introduction to the French language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had French in high school but who cannot qualify for French 102 or French 201. *Credit, three hours.*

101 ELEMENTARY FRENCH READING AND CONVERSATION II

Conversation Sections

A review and continuation of French 101. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

A review and continuation of French 101. Increasing emphasis in reading. Prerequisite: French 101 or equivalent. *Credit, three hours.*

201 INTERMEDIATE FRENCH READING AND CONVERSATION I

A review and continuation of French 101 and 102. Introduction of the more difficult aspects of modern spoken French. English will be used in the classroom for orientation purposes only. Prerequisite: French 102 or equivalent. *Credit, three hours.*

Reading Sections

A review of French grammar. Readings from a variety of subject areas. Designed to prepare the student to read well-written French of average difficulty. Not recommended for students who plan to major or for students who wish to elect advanced literature courses. Prerequisite: French 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE FRENCH READING AND CONVERSATION II

Conversation Sections

A continuation of French 201. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Prerequisite: French 201 or equivalent. *Credit, three hours.*

Reading Sections

A continuation of French 201. Prerequisite: French 201 or equivalent. *Credit, three hours.*

304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. *Credit, three hours.*

305 ADVANCED CONVERSATION AND PHONETICS

Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

306 ADVANCED GRAMMAR, COMPOSITION AND CONVERSATION

Required of majors in French. Prerequisite: French 202 or equivalent. *Credit, three hours.*

364 FRENCH LITERATURE TO 1789

Selected reading in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Prerequisite: French 202 or equivalent. *Credit, three hours.*

365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Prerequisite: French 202 or equivalent. *Credit, three hours.*

[366 FRENCH ROMANTICISM]

Credit, three hours.

[367 FRENCH REALISM AND SYMBOLISM]

A study of Realism and Symbolism as reflected in various genres. Emphasis on Flaubert and Baudelaire. *Credit, three hours.*

368 MODERN FRENCH LITERATURE

A general study of the main literary movements of the 12th century. *Credit, three hours.*

[369 CONTEMPORARY FRENCH LITERATURE]

From 1945 to the present. Emphasis on Camus, Sartre, and Robbe-Grillet. *Credit, three hours.*

394 SEMINAR IN SEVENTEENTH CENTURY

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization. *Credit, three hours.*

395 SEMINAR IN EIGHTEENTH CENTURY

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 86. May not be counted toward a major. *Credit, three hours.*

German

101 ELEMENTARY GERMAN I

Introduction to the German language through analysis. Grammar, graded readings and some oral emphasis. Open to students who cannot qualify for German 102. *Credit, three hours.*

102 ELEMENTARY GERMAN II

A review and continuation of German 101. Prerequisite: German 101 or equivalent. *Credit, three hours.*

202, 203 INTERMEDIATE GERMAN

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; some practice in use of the spoken language. Prerequisite: German 102 or equivalent. *Credit, three hours.*

Latin

101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. *Credit, three hours.*

102 ELEMENTARY LATIN II

A review and continuation of Latin 101. Increased emphasis on reading. *Credit, three hours.*

201, 202 INTERMEDIATE LATIN

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Virgil. *Credit, six hours.*

364, 365 ROMAN LITERATURE AND CIVILIZATION

A survey of Latin literature and civilization with emphasis on representative writers. Translation of the prose of Livy, Pliny, the poetry of Horace. Prerequisite: Latin 201, 202 or advanced placement. *Credit, six hours.*

[366, 367 ADVANCED LATIN READING]

Authors studied to be selected by instructor—after consultation with the preregistered students. May be taken on multiple occasions. Prerequisite: Latin 364, 365 or instructor's permission. *Credit, six hours.*

Spanish

101 ELEMENTARY SPANISH READING AND CONVERSATION I

Conversation Sections

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for Spanish 102 or 201. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

Introduction to the Spanish language through analysis. Grammar, readings of appropriate difficulty, and some emphasis on pronunciation. Open to students who have had Spanish in high school but who cannot qualify for Spanish 102 or Spanish 201. *Credit, three hours.*

102 ELEMENTARY SPANISH READING AND CONVERSATION II

Conversation Sections

A review and continuation of Spanish 101. English will be used in the classroom for orientation purposes only. A two-hour lab will be required where necessary. *Credit, three hours.*

Reading Sections

A review and continuation of Spanish 101. Increasing emphasis in reading. Prerequisite: Spanish 101 or equivalent. *Credit, three hours.*

201 INTERMEDIATE SPANISH READING AND CONVERSATION

Conversation Sections

A review and continuation of Spanish 101 and Spanish 102. Introduction of the more difficult aspects of modern spoken Spanish. English will be used in the classroom for orientation purposes only. Prerequisite: Spanish 102 or equivalent. *Credit, three hours.*

Reading Sections

A review of Spanish grammar. Readings from a variety of subject areas. Designed to prepare the student to read well-written Spanish of average difficulty. Not recommended for students who plan to major or for students who wish to elect advanced literature courses. Prerequisite: Spanish 102 or equivalent. *Credit, three hours.*

202 INTERMEDIATE SPANISH READING AND CONVERSATION II

Conversation Sections

A continuation of Spanish 201. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Prerequisite: Spanish 201 or equivalent. *Credit, three hours.*

Reading Sections

A continuation of Spanish 201. Prerequisite: Spanish 201 or equivalent. *Credit, three hours.*

[304 SPANISH CIVILIZATION]

A survey of the historical development of Spain as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music. Taught alternately with Spanish 494. *Credit, three hours.*

305 ADVANCED COMPOSITION AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.*

306 PHONETICS AND CONVERSATION

Required of majors in Spanish. Sophomores admitted by permission only. *Credit, three hours.*

364 SPANISH LITERATURE TO 1800

Credit, three hours.

365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with Spanish 366, 367. Prerequisite: Spanish 201, 202 or advanced placement. *Credit, six hours.*

[366, 367 SPANISH-AMERICAN LITERATURE AND CIVILIZATION]

A study of representative works of Spanish-American literature, particularly as they reflect the history and civilization of the nations concerned. Alternates with Spanish 364, 365. *Credit, six hours.*

368 MODERN SPANISH DRAMA

Open to seniors and to others by special permission. Alternates with Spanish 369. *Credit, three hours.*

369 MODERN SPANISH NOVEL

The modern Spanish novel, beginning with Fernan Caballero. Open to seniors and to others by special permission. Alternates with Spanish 368. *Credit, three hours.*

494 SEMINAR IN CERVANTES AND THE GOLDEN AGE OF SPAIN

Open to juniors by special permission. *Credit, three hours.*

764 THE TEACHING OF A FOREIGN LANGUAGE

See page 86. May not be counted toward a major. *Credit, three hours.*

Students who wish advanced study in foreign languages should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses at other Cooperating Raleigh Colleges.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Associate Professor Massey, *Chairman* and Athletic Director; Assistant Professor Allen; Instructors Chamblee, Whelan, and Pritchard; Huggins, Director of Equitation.

Through the study of health and physical education the student gains a greater knowledge and appreciation of her physical self. The Department of Health, Physical Education, and Recreation offers a wide variety of activities with special emphasis on individual sports, aquatics, conditioning, and dance. For the highly skilled there are opportunities to participate in the intercollegiate program or to become involved in the Performing Dance Group, the Aqua Angels or the Hoof Print Club.

Theory: Health

100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge and understanding pertaining to personal and community health. Special emphasis on developing positive health attitudes and practices. *Credit, two hours.*

110 FIRST AID

A course designed to prepare students with the knowledge and skills to meet most situations when emergency first aid care is necessary. *Credit, two hours.*

744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements. *Credit, two hours.*

Theory: Physical Education

744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the physical education needs and interests of the elementary school-age children and to provide them with information, ideas, and experiences pertinent to principles, planning, teaching, and evaluating physical education at the elementary school level. Does not meet general education requirement. *Credit, two hours.*

Activity: Physical Education and Recreation

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect physical education for one semester hour credit each semester up to a maximum of eight credit hours.

A student may repeat a course at the same level only with special permission granted by the departmental chairman and upon recommendation from her previous instructor.

Regulation gym suits are required for class and may be purchased from the Meredith Supply Store.

All activity courses carry *one credit hour* per semester. Pass-fail grading only. (See page 71 for exception.)

Aquatics

110 Swimming I - for non-swimmers.

210 Swimming II - must be able to swim in deep water.

311 Advanced Life Saving - for strong swimmers to qualify for Red Cross Advanced Life Saving Certificate.

312 Water Safety Instructor - Prerequisite: current Red Cross Advanced Life Saving Certificate.

113 Synchronized Swimming I - fundamentals including stunts, stroke variations and choreography; must be a strong swimmer and know basic strokes.

313 Synchronized Swimming II - Performing group; advanced skills with emphasis on show production. Prerequisite: P. E. 113 or equivalent plus audition.

Conditioning

120 Conditioning - includes jogging and activities for muscle tone, weight and figure control.

*Equitation**

The equitation program offers instruction in balance seat—a combination of hunt seat and dressage. It helps to develop control of the horse and a firm riding seat. Skill for lifetime recreation is the aim of the instruction at all levels.

Advanced riders may arrange with the director of equitation to utilize Meredith facilities for their individualized needs. Boarding facilities are available for

a fee (see page 31). Before being permitted to ride, a student must sign the release form available in the business office.

130 Equitation I (Beginner)

230 Equitation II - Prerequisite: P.E. 130 or equivalent.

330 Equitation III - Prerequisite: P.E. 230 or equivalent.

Individual Sports

140 Archery

141 Badminton I (Beginner)

241 Badminton II - Prerequisite: P.E. 141.

142 Bowling I* - (taught at Western Lanes).

242 Bowling II* - Prerequisite: P.E. 142 or equivalent.

143 Golf I*

243 Golf II* - Prerequisite: P.E. 143 or equivalent.

144 Gymnastics I - must be able to do forward roll and support body weight on hands.

244 Gymnastics II - Prerequisite: P.E. 144 or consent of instructor.

344 Gymnastics III - Prerequisite: P.E. 244.

146 Tennis I (Beginner)

246 Tennis II - Prerequisite: P.E. 146 or equivalent.

346 Tennis III - Prerequisite: P.E. 246 or equivalent.

147 Snow Skiing* - taught between semesters (French Swiss Ski College, Boone, North Carolina).

Rhythmic Activities

151 Ballet I

251 Ballet II - Prerequisite P.E. 151 or equivalent.

152 Folk and Square Dance

153 Modern Dance I - Technique.

253 Modern Dance II - Technique. Prerequisite: P.E. 153 or equivalent.

353 Modern Dance - Performing Group. By audition.

Team Sports

161 Basketball

163 Softball

164 Volleyball

Varsity Sports

(Intercollegiate competition)

A physical examination immediately preceding sports season is required.

470 Golf

471 Basketball

474 Tennis

475 Volleyball

477 Softball

Students who wish special, individual, or group study in health, physical education, or recreation should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

Students may elect courses through the Cooperating Raleigh Colleges.

* *Special fee*

HISTORY AND POLITICAL SCIENCE

Professor F. Grubbs, *Chairman;* Associate Professors Gates and Parramore; Assistant Professors C. Grubbs and C. Stewart.

The department offers a major in history, American civilization, non-Western civilizations, and political studies.

The Department of History and Political Science seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and political science. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

Special Career Directions

History and political science majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and political science. The department has special career tracks and internships in vocational areas.

Advanced Placement

The department offers advanced placement in American History 214, 215; European History 200; Introduction to Non-Western History 224; Political Science 100.

Requirements for a Major in History

A major in history consists of 27 hours, chosen from at least two fields (American, European, Asian), including one course numbered 100, one course numbered 200, 334, and the seminar in history. Major professor, Mr. Grubbs.

Requirements for a Major in American Civilization

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and a seminar in history, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Mr. Grubbs.

Requirements for a Major in Non-Western Civilizations

A major in non-Western civilizations consists of 36 hours with a minimum of 18 hours in history, including 325, 334, and a seminar in history; also nine hours selected from History 100, 200, and non-Western courses; and a minimum of 15 hours in related fields such as anthropology, political science, economics, geography, religion, fine arts. Students planning to teach should also elect six additional hours in American history. Major professor, Mrs. Gates.

Requirements for a Major in Political Studies

A major in political studies is a multi-disciplinary major with a political science core. Requirements include 36 credit hours with 18-21 hours in political science, including individual research and a seminar in scope and methods, and 15-18 hours in related fields such as sociology, economics, religion, philosophy, psychology, and history. The choice of courses in related fields must be approved by the director of the political studies program. Major professor, Mr. Stewart.

History

100 AN INTRODUCTION TO HISTORY

An introduction to the major themes that have influenced the development of man in society throughout his history. Political, socio-economic and intellectual forces which have shaped today's world will be considered. *Credit, three hours.*

200 EUROPE IN THE MODERN WORLD

A survey of Europe from the 17th century to the present, with special emphasis on the development of social, cultural, political and economic forces and theories that have influenced the development of 20th century Europe. *Credit, three hours.*

214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction. *Credit, three hours.*

215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state. *Credit, three hours.*

224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions, attempts at modernization in the 19th century, and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa. *Credit, three hours.*

231 AN INTRODUCTION TO MUSEOLOGY

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

233 RESEARCH IN LOCAL AND FAMILY RECORDS

Techniques of research in archival records for both the lay person and the prospective historian. Some emphasis on genealogy. Prerequisite: Three semester hours of history or by permission. *Credit, one hour.*

303 LAW AND GOVERNMENT IN ENGLAND

The evolution of law and government in England from Anglo-Saxon times, with emphasis on political institutions and constitutional issues. *Credit, three hours.*

304 ANCIENT HISTORY

A study of the cultural and historical characteristics of the earliest civilizations, with special emphasis on the Greek and Roman contributions to subsequent civilizations. *Credit, three hours.*

306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role. *Credit, three hours.*

307 ISSUES IN MODERN EUROPEAN HISTORY

A study of Western Europe since 1815 with emphasis on facism, social democracy, world wars, radicalization of the young, quest for a United States of Europe, relations with the superpowers. *Credit, three hours.*

313 NINETEENTH CENTURY AMERICA

A study of the federal period and the social, political, military, and industrial developments in the 19th century. Southern contributions will be emphasized. *Credit, three hours.*

314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial make-up, and Revolutionary period. *Credit, three hours.*

318 AMERICAN FOREIGN RELATIONS IN THE TWENTIETH CENTURY

The development of American foreign policy, its history, problems, and future course as related to Europe, Asia, and South America. *Credit, three hours.*

320 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history. *Credit, three hours.*

324 ASIA IN THE TWENTIETH CENTURY

Designed to explore myths and realities of 20th century nationalism in Asia. Democracy, regional development, traditional values, human rights, population, energy, and world problems will be emphasized. Primarily a study of India, Pakistan, Bangladesh, China, and Japan. *Credit, three hours.*

325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages. *Credit, three hours.*

334 METHODS OF HISTORICAL RESEARCH

Investigation of uses of manuscripts, public documents, and other types of primary source materials with Meredith library and other libraries in the area. Directed analysis and organization of materials to produce a major paper. Usually, majors only. *Credit, three hours.*

499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only. *Credit, three hours.*

SST 764 THE TEACHING OF SOCIAL STUDIES IN THE SECONDARY SCHOOL

Required for secondary teacher certification. May not count towards a major. *Credit, three hours.*

Political Science

PSC 948 CAPITAL CITY SEMESTER

The Capital City Semester, an intercollegiate program of intensive seminar and research experience in North Carolina government and politics, will be offered in the spring semester, generally in even-numbered years. Participants will meet downtown on Tuesdays and Thursdays for seminar sessions with speakers who are involved in state government-related activities. Special research projects, field trips, and individual observation projects are also part of this program. Six hours of seminar credit and three hours of research credit are typically granted for participation in this program, although it is possible to take the seminar without the research component.

PSC 100 AMERICAN POLITICAL SYSTEM

An introduction to each level of American government: local, state, and national, with emphasis on the policy-making process. *Credit, three hours.*

PSC 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, China, and at least one developing nation. *Credit, three hours.*

PSC 300 POLITICAL PARTIES AND PRESSURE GROUPS

A study of the organization and practices of American parties and pressure groups. Included will be the study of campaigns and elections, lobbying and other pressure group processes, and an evaluation of pressure groups as mediating agencies for individual participation and for social change in the United States. *Credit, three hours.*

PSC 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation. The course includes consideration of the role of the Supreme Court as a judicial and political force in American government, and consideration of the uses of law as an agent for social change. Emphasis will be on the interpretation of civil liberties and civil rights guarantees. *Credit, three hours.*

PSC 302 STATE AND LOCAL POLITICS IN THE UNITED STATES

Processes and policies related to state and local government and politics. Included will be the study of federalism, intergovernmental relations, state powers, urban politics and problems, and processes and influences in state politics. This course will not be offered in those years when the Capital City Semester program is offered. *Credit, three hours.*

PSC 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors. Capital City Semester students do their research as part of the total program. Other students may work out research proposals with the director of the political studies program. *Credit, three hours.*

PSC 350 SELECTED TOPICS IN POLITICAL STUDIES

Unitary or modular presentation of important topics related to politics and government. Possible inclusions would be: the politics of justice, political theory, the American presidency, the politics of social policies, and the politics of particular countries or world areas. May be taken on multiple occasions. *Credit, one to four hours.*

INTRODUCTION TO RESEARCH

See Sociology 374 for description (page 115).

PSC 400 SEMINAR OR READINGS IN SCOPE AND METHODS OF POLITICAL SCIENCE

An exploration into (a) the scope of political science study in historical and contemporary times, (b) social science methodology, and (c) career development in relation to political science. Pass-fail grading only. This course is required of all political studies majors. *Credit, one hour.*

Courses are available through the Cooperating Raleigh Colleges in African, Far Eastern, French, German, and Middle Eastern history, and in advanced topics in political science.

Students who wish advanced study or research in history or political science should consult the departmental chairman and arrange for it through the special studies options listed on page 75.

IOME ECONOMICS

Associate Professor Stuber, *Chairman*; Instructors Cook, Friedrich, Goode, and Grenfell.

The department offers a multi-faceted major for udents earning either a Bachelor of Arts or a Bachelor or Science degree. A versatile program in home economics provides a broad liberal arts education, reparation for a profession and service to community, riched home and family living, and personal lfillment.

The curriculum includes five areas of study: clothing nd textiles; family relationships; foods and nutrition; ome management; and interior design.

equirements for a Major

ACHELOR OF ARTS

Thirty-two hours in home economics with at least one ourse in each of the five home economics areas, including 335, 374, 427, 455 and 499.

ACHELOR OF SCIENCE

Thirty-two hours in home economics with at least one course in each of the five home economics areas, including 335, 374, 418, 427, 455 and 499.

Twenty-two semester hours in related subjects, cluding Chemistry 111 and 112; Biology 101 and 102; and six semester hours selected from courses in mathematics, physics, chemistry, or biology (micro- ology, organic chemistry, and genetics recommended).

lothing and Textiles

115 BEGINNING CLOTHING CONSTRUCTION

The practical application of basic construction chniques including principles of selection and perience in handling different types of fabrics and garments. Two lectures and four hours of laboratory. *Credit, three hours.*

14 FASHION FUNDAMENTALS

The application of art principles to the selection and design of costumes. Consideration of the dynamics of fashion and the operations involved in the production nd merchandising of apparel. Offered fall semester nly. *Credit, three hours.*

216 TAILORING

Advanced techniques in clothing selection, fitting, and onstruction. Analyze custom and fusible methods of ailoring. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered fall semester only. *Credit, three hours.*

317 FLAT PATTERN DESIGN

Fundamental principles of pattern modification and development by the flat pattern method. Interrelated factors in fitting and flat pattern design. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered alternate spring semesters. *Credit, three hours.*

318 DRAPING

Application of principles involved in designing apparel using draping techniques. Prerequisite: Home Economics 115. One lecture and five hours of laboratory. Offered alternate spring semesters. *Credit, three hours.*

418 TEXTILES

Consideration of textiles from raw materials through manufacturing and finishing of fabrics from the viewpoint of the consumer. Offered spring semester only. *Credit, three hours.*

Family Relationships

234 THE PRESCHOOL CHILD

A study of the behavior and development of pre-school children. Observation of and participation in the care and guidance of a group of pre-school children at the Raleigh Pre-School. Two lectures and three hours of laboratory. *Credit, three hours.*

335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of personality backgrounds, processes of mate selection, courtship, and marital adjustment as related to successful marriage and family living. *Credit, three hours.*

347 CHILD GROWTH AND DEVELOPMENT

See Education 347. *Credit, three hours.*

Foods and Nutrition

124 INTRODUCTORY FOODS AND COOKERY

Food selection and preparation. Two lectures and four hours of laboratory. *Credit, three hours.*

222 FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Offered fall semester only. Prerequisite: Home Economics 124. *Credit, one hour.*

223 EXPERIMENTAL FOODS

Food preparation from an experimental standpoint. Prerequisite: Home Economics 124. *Credit, one hour.*

224 CREATIVE FOODS

A study of food and food customs of selected cultures. Experience with foods for special occasions. Prerequisite: Home Economics 124. *Credit, one hour.*

326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: Home Economics 124. Two lectures and two hours of laboratory. *Credit, two hours.*

327 INSTITUTIONAL FOOD MANAGEMENT

Management in quantity food production by standard methods of food preparation, merchandising, food cost control, equipment care and sanitation, food-service personnel management. Includes work experience. Offered alternate fall semesters. Prerequisite: Home Economics 124. *Credit, two hours.*

427 NUTRITION

Elementary principles of nutrition with practical application in planning diets for normal families. Offered spring semester only. *Credit, three hours.*

428 ADVANCED NUTRITION AND DIETETICS

A study of food nutrients, through digestion, absorption, cellular metabolism, and the relationship with disease and nutritional therapy. Offered alternate fall semesters. Prerequisites: Chemistry 111, 112; Biology 101, 102; Home Economics 427. *Credit, two hours.*

Home Management

345 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment. Offered fall semester only. *Credit, three hours.*

355 HOME MANAGEMENT THEORY

Use of human and material resources to promote individual and family development. Emphasis on management of resources including time, energy, money, and materials. *Credit, two hours.*

374 CONSUMER ECONOMICS

See Economics 374. *Credit, three hours.*

455 HOME MANAGEMENT — RESIDENCE

Residence in Ellen Brewer House. Suggested prerequisites: Home Economics 326, 389. *Credit, three hours.*

Interior Design

245 HOUSING

Study of the psychological, physiological and social aspects of environment within and outside the dwelling. Study of needs of aged and handicapped. Study of floor plans, residential construction, legal and financial aspects, and site selection and landscaping. Government policies influencing housing: zoning codes. Offered fall semester only. *Credit, three hours.*

306 INTERIOR DESIGN

A course to explore the basic principles and skills of interior design. Included will be application of color dynamics, basic principles of design planning: a summary of significant architectural and interior design statements, and a consumer's guide to buying interior furnishings and accessories. Students will design a simple residence. Studio problems in interior design. Six hours a week. Also offered as Art 306. *Credit, three hours.*

446 HOME FURNISHINGS MATERIALS

An in-depth study of textiles in home furnishings, wood furniture, and crafts and budget decorating. Opportunity to develop skill in designing window treatments, reupholstering simple furniture, refinishing wood furniture and designing quality crafts for the home. *Credit, three hours.*

447 ADVANCED INTERIOR DESIGN

In-depth study of history of furniture. The execution of creative solutions for commercial, residential and institutional interior design problems. In-depth study of interior and exterior lighting solutions. Introduction to interior design profession. Development of portfolio. Prerequisite: Home Economics 306; Art 102. Offered spring semester only. Also offered as Art 447. *Credit three hours.*

Seminar

499 SENIOR SEMINAR

History, philosophy, and current trends in home economics. Offered fall semester only. Pass-fail grading only. *Credit, one hour.*

Education

764 METHODS OF TEACHING HOME ECONOMICS

Practical experience in lesson planning using a variety of techniques including demonstrations, games, visual aids, feltboards, bulletin boards and displays. Recommended for all majors. Required for secondary education majors. May not be counted toward a major. *Credit, three hours.*

765 OCCUPATIONAL HOME ECONOMICS

Analysis of entry level employment, job opportunities and associated skill requirements related to secondary home economics education. Includes field experience. *Credit, two hours.*

Students who wish advanced study in home economics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

MATHEMATICS

Professor Davis, *Chairman*; Associate Professor Preston; Instructors Bouknight, Kraines, and Taylor.

The department offers a major in mathematics (B.A. or B.S).

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in mathematics gives a good background in mathematics and allows electives in a wide range of academic interests. Teacher certification at all levels can be obtained with this degree.

Twenty-four hours in mathematics above the 100 level, including 211, 212, 220, 313, and 321. Mathematics 499 is recommended. The department *requires* the major to include at least six hours in the area of the natural sciences. Chemistry 111, 112, or Physics 221, 222 are recommended.

BACHELOR OF SCIENCE

The Bachelor of Science in mathematics requires greater depth in the mathematics discipline and in areas closely related to the mathematics field. This is important for graduate study in mathematics and related fields.

Thirty-three hours in mathematics above the 100 level, including 211, 212, 220, 313, 321, 410, 411 and either 499, independent study, or directed individual study. The department *requires* the major to include Chemistry 111; Physics 221, 222; five courses chosen from the areas of natural science, accounting, economics (not offered to satisfy general education requirements), computer science or statistics. (For the student with career interest in mathematics related to the biological or life sciences, Biology 101 may be substituted for Chemistry 111 upon consultation with the departmental chairman.)

Special Programs

A student may combine liberal arts study at Meredith with specialized work at North Carolina State University through a cooperative arrangement. The programs are individually designed by faculty advisers from each campus with approval of the respective academic deans. A program may result in a second degree from North Carolina State University in addition to the degree from Meredith. Examples of programs include work in the

engineering school and the computer science and biomathematics departments. Other fields of study can be pursued on an individual basis. Under the Cooperating Raleigh Colleges program, the work done at North Carolina State University may begin as early as the sophomore year with as many as three courses per year available.

Requirement for Certification

For non-mathematics majors: 100 is required at the early childhood level, 100 and 110 are recommended at the intermediate level, and any three hours of math at the secondary level.

For mathematics majors: 100 is not recommended for any mathematics major. The mathematics requirement is satisfied by the courses in the major. Students wishing to teach secondary mathematics must have credit for 334 and must have a total of 30 hours of credit in mathematics, including the 100 level. Courses in probability and computer science are strongly recommended.

Credit Testing in Mathematics

Upon entering Meredith, a student may register for 100, 110, 211, or 212 depending upon her high school record, scores from the mathematics section of the Scholastic Aptitude Test, and her performance on a departmental credit test. Each year during orientation, the department gives tests in algebra, trigonometry, and introductory calculus; and if satisfactory scores are attained, credit will be given for the appropriate courses. Also, any student enrolled in an advanced placement mathematics course in her senior year may request placement in 212 with credit for 211 upon presentation of satisfactory scores on the proper examination.

Foundations

100 FUNDAMENTAL CONCEPTS OF MATHEMATICS

Includes set theory, the metric system, numeration systems, abstract mathematical systems, metric and non-metric geometry, elementary number theory, elementary algebra, and the development of the real number system. May not be counted toward a major nor a minor. *Credit, three hours.*

Analysis

110 ELEMENTARY FUNCTIONS

Includes the definition of function and the algebra of functions, polynominal and rational functions, exponential functions, logarithmic functions, trigonometric functions, and functions of two variables. The course builds on the Algebra II and geometric concepts taught in high school. May not be counted toward a major nor a minor. *Credit, three hours.*

211 INTRODUCTORY CALCULUS

Introduces the ideas of derivatives and integrals with their principal interpretations and interrelations and develops the similar techniques of differentiation and integration for the elementary functions studied in Mathematics 110. *Credit, three hours.*

212 MATHEMATICS ANALYSIS I

A continuation of the calculus of functions of one variable. Prerequisite: Mathematics 211. *Credit, three hours.*

313 MATHEMATICS ANALYSIS II

A continuation of 212 with a study of the theory and techniques of multivariable calculus. Prerequisite: Mathematics 220. *Credit, three hours.*

410, 411 ADVANCED CALCULUS I AND II

Includes the real numbers, set theory, continuity, differentiation, the Riemann-Stieltjes integral, and series. Mathematics 410 offered spring semester only. Mathematics 411 offered fall semester only. Prerequisite or corequisite: Mathematics 313. *Credit, three hours each semester.*

Algebra

220 LINEAR ALGEBRA

A study of vector spaces and linear transformation, matrices, and determinants. Prerequisite: Mathematics 211. *Credit, three hours.*

321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems beginning with the set and proceeding through groups, rings, and fields. Prerequisite: junior standing. *Credit, three hours.*

Geometry

334 MODERN COLLEGE GEOMETRY

A study of geometry which emphasizes Euclidean and introduces hyperbolic, elliptic, and transformational geometries. Prerequisite: four semesters of math above 100 level. Offered spring semester only. *Credit, three hours.*

Statistics

245 BASIC STATISTICS

A general introduction to descriptive and inferential statistics for the non-math major. Includes elementary probability, distributions, estimation of population parameters, confidence intervals, hypothesis testing, analysis of variance, correlation, and regression. Credit will not be allowed for both Mathematics 245 and Psychology 200. Credit will not be allowed for both Mathematics 245 and Mathematics 341. *Credit, three hours.*

340 INTRODUCTION TO PROBABILITY AND STATISTICS

Includes probability as a mathematical system, random variables and their distributions, limit theories, and topics in statistical inference. Prerequisite: Mathematics 211. Offered fall semester only. *Credit, three hours.*

341 ADVANCED PROBABILITY AND STATISTICS

A study of statistical theory and inference from data. Includes estimation, decision theory, testing hypothesis, relationships in a set of random variables. Credit will not be allowed for both Mathematics 341 and Psychology 200. Prerequisite: Mathematics 340. Offered spring semester only. *Credit, three hours.*

Applied Mathematics

354 INTRODUCTION TO DIFFERENTIAL EQUATIONS

First order equations, applications, linear equations of higher order, applications to mechanical and electrical systems, Laplace transforms, series solutions. Prerequisite: Mathematics 212. *Credit, three hours.*

Miscellaneous

499 SEMINAR IN ADVANCED MATHEMATICS

Prerequisite: senior standing. *Credit, three hours.*

764 METHODS OF TEACHING SECONDARY MATHEMATICS

May not be counted toward a major. Offered spring semester only. *Credit, three hours.*

Computer Science

CSC 100 INTRODUCTION TO COMPUTING

A study of the capabilities and limitations of the computer including its impact on society. A simple theoretical computer gives the student insight into computer design. Flow charting follows a thorough study of designing algorithms to solve problems. Several simple computer programs are written from the flow charts and run in a batch processing mode. The student gets "hands on" experience in the use of canned programs. Credit will not be allowed in mathematics. *Credit, two hours.*

CSC 101 INTRODUCTION TO A LANGUAGE

A study of a specific computer language. Credit will not be allowed in Mathematics. Prerequisite: CSC 100. *Credit, one hour.*

Courses are also available at North Carolina State University under the interinstitutional cooperation plan in theory of equations, intermediate and advanced differential equations, history of mathematics, boundary value problems, numerical analysis, computer science, and statistics.

Students who wish advanced study and research in mathematics should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

MUSIC AND THE PERFORMING ARTS

Professor David Lynch, *Chairman;* Professor Donley; Assistant Professors Clyburn, Garriss, Haeseler, Sullivan, Vaglio, J. Briscoe, and Fogle; Instructor Thompson; Special Instructors Abernethy, Boggs, A. Briscoe, Cotten, Daugherty, Downward, Farrington, Goode, Greene, Long, M. Lynch, Marx, Mostow, Ross, Russell, Schlageter, Southwick, Whitlow and Witt.

The department offers majors in music (B.A.), music education and applied music (Mus.B.), and minors in music, music theater, and theater.

Audition

Students wishing to major in any branch of music must demonstrate to the music faculty that their talent and training are such that they are qualified to carry on the work. An audition and personal interview with members of the music faculty are prerequisites for admission into a music program; in some cases, a tape recording may be sent in lieu of an audition.

Requirements for a Major

BACHELOR OF ARTS

The Bachelor of Arts in music is intended for the student who wishes music to be part of a total liberal arts program or for the student who may wish to do graduate study in musicology, music history, or composition. It is a non-professional, non-performance degree; it is not intended to prepare the student for a graduate program in applied music. Some students pursuing the B.A. in music also obtain the early childhood teaching certificate; some, a second major in religion as preparation for church music or other ministry.

The candidate for the degree of Bachelor of Arts with a major in music must fulfill the same requirements as candidates for the degree with majors in other fields (pages 53-55). The student must take at least 76 semester hours in liberal arts and science subjects other than music—53-56 hours in general education requirements (pages 54-55) and 20-23 hours in electives. The student must take at least 48 hours in music as follows:

Music courses 28
- Theory 100, 101, 202, 203 8
- Solfege 150, 151, 252, 253 4
- Keyboard 140, 141, 242, 243 4
- Music Literature 215 2
- History of Musical Styles and Structures 315, 316 8
- Seminar in Music Literature 494 2

Applied music and electives 20
- Minimum in applied music 8
- Graduation recital 490 1
- Electives 11
  (Applied music, music literature, theory, music education, or ensemble)

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in either music education or applied music seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching and for graduate work in music therapy. A major in applied music may prepare a student for private studio teaching; church music; performance; and, after graduate work, college teaching. The study of music in all of the programs, including the B.A. in music, may also prepare the student for specialized study leading to music library certification and for various types of work related to the music industry.

Requirements for the degree as outlined below are planned with this aim.

Major in Applied Music

LIBERAL ARTS AND SCIENCES 42
- English composition 3
- Major British writers 3
- Foreign language 6-12
  (Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)
- Religion 6
  A six-hour introduction to the Old and New Testament *or*
  A six-hour introduction to Biblical literature and one advanced three-hour course
- Social and behavioral sciences 6
  (Select from two of the following categories: economics, history, human geography,

political science, psychology, sociology and anthropology)
Mathematics and natural sciences 3-4
(Select one course from the following categories: biology, chemistry, mathematics, physical geography, and physics)
Health and physical education 4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)
Electives in liberal arts and sciences 4-11

MUSIC COURSES 82

Theory 100, 101, 202, 203 8
Solfege 150, 151, 252, 253 4
Keyboard 140, 141, 242, 243 4
Music Literature 215 2
History of Musical Styles and Structures 315, 316 8
Twentieth Century Techniques 303 2
Teaching Applied Music 320, 321 4
Seminar in Music Literature 494 2
Principal applied study 24
Secondary applied stud(y)(ies) 4
Junior Recital 390 1
Graduation Recital 490 1
Keyboard proficiency
Music electives 18
At least nine hours must be in music courses; no more than nine hours may be in applied music and ensembles. Organ majors must take Advanced Keyboard 340 and Seminar in Theory 394.

Major in Music Education

LIBERAL ARTS AND SCIENCES 42

English composition 3
Major British writers 3
Foreign language 6
(Students will be placed at the appropriate level by the Department of Foreign Language.)
Religion 6
(A six-hour introduction of the Old and New Testaments *or* A three-hour introduction to Biblical literature and one advanced three-hour course)
Social and behavioral sciences 6
(Select from two of the following categories: economics, history, human geography, political science, sociology and anthropology)
Mathematics and natural sciences 6-7
Mathematics 3
Natural science 3-4
(Select from one of the following categories: biology, chemistry, physical geography, physics)
Health and physical education 4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)
Electives in liberal arts and sciences 7-8

MUSIC AND PROFESSIONAL EDUCATION 82

MUSIC COURSES
Theory 100, 101, 202, 203 8
Solfege 150, 151, 252, 253 4
Keyboard 140, 141, 242, 243 4
Music Literature 215 2
History of Musical Styles and Structures 315, 316 8
Winds and Percussions 070 2-4
String Instruments 060 2-4
Instrumentation 305 1
Vocal Arranging 308 2
Conducting 330, 331 4
Principal applied study 14
Secondary applied stud(y)(ies) 3
Graduation Recital 490 1
Keyboard proficiency

EDUCATION, METHODS, AND ELECTIVE COURSES
Materials and Methods K-3 720 2
Materials and Methods 4-6 721 2
Materials and Methods 7-12 722 2
Educational Psychology 234 3
Education course according to needs of the student 3
Student Teaching 439 (Block) 6
Electives in music, professional education, or psychology 4-6
Reading 1-3
(Education 344 or 468)

Church Music

Students interested in careers in church music are encouraged to choose the Bachelor of Music program with a major in applied music or the Bachelor of Arts program with a major in music. They should consult the chairman of the department for appropriate electives in music, religion, and other disciplines.

Preparatory Division

Through a large preparatory division, the Department of Music and the Performing Arts provides instruction in applied music and theory to non-college students of all ages within the Raleigh area. Registration in the preparatory division is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Equipment and Facilities

The Department of Music and the Performing Arts is housed in the Harriet Mardre Wainwright Music Building, completed in 1977, and in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978. Both theater and concert performances are held in Jones Auditorium, while most recitals and concerts are given in the Clara Carswell Concert Hall, and some theatrical presentations take place in the rehearsal hall-drama workshop. Teaching and practice space includes three large classrooms, two seminar rooms, a rehearsal hall, a scene shop, 24 faculty offices and studios, and 30 practice rooms. Fourteen grand pianos (Steinways, Baldwins, Yamahas), 44 upright pianos (Baldwins and Yamahas), a three-manual Austin concert organ, two studio organs (Holtkamp), three practice organs (Ryan, Wicks, Kilgen), an electronic piano laboratory, and numerous orchestral instruments furnish ample equipment for effective teaching and practice. The Music Library contains over 2,900 recordings; many scores, including a number of complete editions; and ample study and listening facilities. A fine collection of books and reference works on music is available in the Carlyle Campbell Library.

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly—whether on stage, in church, in the classroom, or in the studio—in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital and a full graduation recital.

Performances in recitals and in jury examinations given each semester in all applied music courses are given from memory.

Students taking part in any public performances other than those sponsored by the music department must consult with their respective teachers in advance.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sight-reading.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

Concerts

Each year Meredith brings to the campus distinguished performers and lecturers. A number of artists, ensembles, and orchestras perform in Raleigh under sponsorship of the Friends of the College and the Chamber Music Guild. Concerts provided by organizations such as the North Carolina Symphony, the National Opera Company, the Raleigh Oratorio Society, the American Guild of Organists, and the Raleigh Music Club are also open to students. Members of the Meredith faculty are active as recitalists and students themselves provide a large number of musical programs.

It is absolutely essential that music students expose themselves to as large and varied a selection of these performances as possible. All music majors are expected to attend at least 15 recitals per semester, selected in consultation with their principal applied instructors, from the many musical programs available on the Meredith campus, in addition to all Thursday student recitals. This experience is an integral part of music studies, directly related to performance, literature, history, theory and education.

Theory

100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter,

notation, tonality, triads, melodic writing and analysis, modulation, two-, three- and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: Theory 100 before 101. Corequisite: Solfege 150, 151. Three class hours weekly. *Credit, two hours each semester.*

140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodic stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: 140 before 141. *Credit, one hour each semester.*

150, 151 ELEMENTARY SOLFEGE

Rhythmic dictation and reading; melodic dictation and sight-singing using solfeggio syllables. Second semester introduces chromaticism and C clefs. Prerequisite: 150 before 151. Corequisite: Theory 100, 101. Two class hours weekly. *Credit, one hour each semester.*

202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11 chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: Theory 101 before 202, 202 before 203. Corequisites: Solfege 252, 253. Three class hours weekly. *Credit, two hours each semester.*

242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with Theory 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: Keyboard 141 before 242, 242 before 243. *Credit, one hour each semester.*

252, 253 INTERMEDIATE SOLFEGE

Continuation of sight-seeing and rhythmic/melodic dictation skills begun in Solfege 150, 151. Material closely coordinated with theoretical material covered in Theory 202, 203. Prerequisites: Solfege 151 before 152, 252 before 253. Corequisites: Theory 202, 203. Two class hours weekly. *Credit, one hour each semester.*

204 RUDIMENTS OF MUSIC

A study of pitch, rhythm, scales, harmony, form, elementary chords and their functions. No previous knowledge of music required. *Credit, one hour.*

303 TWENTIETH-CENTURY TECHNIQUES

An examination of important compositional styles of 20th century composers. An emphasis is placed on analysis, correlated with historical development of contemporary musical styles. Students will also compose short examples in selected styles. Prerequisite: Theory 202. *Credit, two hours.*

305 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: Theory 202. *Credit, one hour.*

308 VOCAL ARRANGING

Based on an historical approach, this course surveys sung melody and the manner in which it may be arranged, beginning with plainsong and progressing through the 20th century. Emphasis is placed upon the use of counterpoint, voicings, form, function, and accompanying instruments in arranging music for two, three, and four or more voice parts. Upon attaining a specified degree of competency in initial arranging techniques, assignments are geared to arranging for junior/senior high school choral groups and/or small church choirs. These assignments are selected by the student in consultation with the instructor to meet her individual needs. Prerequisite: Theory 202. *Credit, two hours.*

340 ADVANCED KEYBOARD TECHNIQUES

Intense development, in the piano laboratory, of reading and accompanying skills. Sight-reading of various types of literature suitable for use in classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: Piano 100, Keyboard 243. *Credit, one hour.*

394 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, and period styles of important composers. May be repeated for credit. Prerequisite: Theory 203. *Credit, two hours.*

105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups. *Credit, one to four hours each semester.*

History And Literature

214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required. *Credit, three hours.*

215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors. *Credit, two hours.*

314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. Faculty and student performances of representative compositions will be incorporated. *Credit, two hours.*

315, 316 HISTORY OF MUSICAL STYLES AND STRUCTURES

A study of the development of music in Western civilization, relating music to a historical context. Analysis of music in various period styles as well as student compositions in various compositional styles. Five class hours weekly. *Credit, four hours each semester.*

494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit. *Credit, two hours.*

Music Education

060 STRING INSTRUMENTS

A practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit. *Credit, one to three hours each semester.*

070 WIND AND PERCUSSION INSTRUMENTS

A study of methods for organizing, scheduling, and teaching instrumental classes, and acoustics of music as they pertain to band and orchestral instruments. Classroom experiences include gaining competencies necessary to play and demonstrate correct embouchure, fingerings, breathing, and tonguing for at least two brass and two woodwind instruments, and basic snare drum techniques. May be repeated for credit. *Credit, one to three hours each semester.*

320, 321 TEACHING OF APPLIED MUSIC

Methods of teaching beginning and moderately advanced students in applied music. Laboratory work involving teaching some beginning and intermediate students each semester. *Credit, two hours each semester.*

300, 301 CONDUCTING AND CHORAL LITERATURE

A study of the basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from the following historical periods: Renaissance, Baroque, Classical, Romantic, and 20th century. Prerequisites: Theory 101; 300 before 301. *Credit, two hours each semester.*

402 ADVANCED CONDUCTING

An in-depth study of two major works scored for chorus and instruments. Attention is given to problems of balance, blend, conducting techniques for two or more groups, and special performance techniques. One work will be selected from classical literature and the second from contemporary literature; works will vary each semester. Prerequisite: Conducting 301. May be repeated for credit. *Credit, two hours each semester.*

422 ADVANCED TEACHING METHODS

Additional experience in the teaching of applied music, based on work begun in Teaching of Applied Music 320, 321, with an emphasis upon actual teaching. The work is offered and coordinated within the preparatory division. Prerequisite: Music 321. May be repeated for credit. *Credit, one hour each semester.*

720 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES K-3

Designed for music education majors, this course is based on the development of concepts through a series of sequenced musical activities. Attention is given to formulating a philosophy of music education, Orff and Kodaly approaches to teaching music, teaching techniques, and lesson planning. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

721 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 4-6

An extension of Materials and Methods 720 with sequential activities related to children of this age group.

Attention is given to developing learning contracts, learning activity packets, learning centers, and to teaching the recorder. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

722 MATERIALS AND METHODS FOR TEACHING MUSIC IN GRADES 7-12

A study of the scope and sequence of the music program in the secondary school. Special attention is given to the psychology of adolescence, including developmental characteristics, personality, the changing voice, and classroom management. Emphasis is placed upon learning theories, the general music class, the modular approach, state adopted texts, rehearsal techniques, and electronically modified and synthesized sounds. Prerequisite: Theory 101, Solfege 151. *Credit, two hours.*

744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state adopted music texts, learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Students lacking in musical background will be required to take Music 204 as a corequisite. *Credit, four hours.*

Ensembles

All music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. (Note restriction on ensemble credits, page 69).

234 CHORUS

One-two semesters are required for all students majoring in music. Open to all students without audition. Provides music for various college functions and gives concerts on and off campus. *Credit, one hour each semester.*

235 RENAISSANCE SINGERS

A select group of about 25 students devoted to the *a capella* performance of Renaissance and early Baroque choral music, both sacred and secular. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirements in accompanying. Work in preparation of a recital for one student, of lessons and a jury examination for two students, or accompanying an ensemble. Time involved not to exceed six hours per week, including both lesson and practice time (six hours per week for one student preparing a recital or three hours per week for each of two students preparing lessons and jury examinations). *Credit, one hour each semester.*

237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty. *Credit, one hour each semester.*

238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled. *Credit, one hour each semester.*

239 HANDBELL CHOIR

Credit, one hour each semester.

334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only. Prerequisite: at least one semester of chorus. *Credit, one hour each semester.*

335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos. *Credit, one hour each semester.*

434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only to qualified members of the Meredith Chorale. *Credit, one hour each semester.*

Applied Music

Teacher assignments in applied music are made by the chairman of the department, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. Except for beginning students in class lessons, most students receive the benefit of both group and private instruction. In addition, repertoire classes are required each week in each applied area.

Each course in applied music requires the following amount of weekly practice time: five hours per week for each semester hour's credit. The following formula applies:

Semester Hours Credit	Weekly Half-Hour Lessons	Weekly Practice Hours
1	1	5
2	2	10
3	2	15
4	2-3	20

Recital

Each student giving a recital (sophomore, junior, or graduation) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. Pass-fail grading. *Credit, one hour each semester.*

290 SOPHOMORE RECITAL
390 JUNIOR RECITAL
490 GRADUATION RECITAL

Piano

Assistant Professor Clyburn, Coordinator; Assistant Professor Fogle; Special Instructors Abernethy, Beyer, Cotten, A. Briscoe, Daugherty, Magrath, Roberson, and Ross.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters Piano 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Transposition, harmonization of folk songs and popular songs, sight-reading, ensemble playing. *Credit, one hour.*

041 INTERMEDIATE CLASS PIANO

A continuation of Piano 040. Advanced harmonizations and study of representative music from the classical repertoire. Prerequisite: Piano 040 or permission of the instructor. *Credit, one hour.*

044 PREPARATORY PIANO

A maximum of six semester hours of this work for credit permitted.

144 PIANO I

Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

244 PIANO II

Bach, Sinfonias, *Well-Tempered Clavier,* suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

344 PIANO III

Bach *Well-Tempered Clavier,* toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

444 PIANO IV

Bach *Well-Tempered Clavier,* chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical, romantic, impressionistic, and contemporary works suitable for senior recitals.

Organ

Professor Lynch, Coordinator; Special Instructors M. Lynch and Downward.

ORGAN I

Manual and pedal technique. Bach *Eight Little Preludes and Fugues, Orgelbuechelein,* Dupre *Seventy-Nine Chorales,* works of comparable difficulty from all periods; hymn playing.

245 Organ II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith *Sonatas;* larger works of early Baroque.

445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vierne, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

Violin

Assistant Professor Garriss, Coordinator of Instrumental Music; Special Instructors Russell and Southwick.

164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accolay; sonatinas by Schubert.

264 VIOLIN II

Scales and arpeggios in three octaves; Mazas *Etudes Speciales*, Kreutzer Etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

364 VIOLIN III

Technical work continued; etudes by Kreutzer and Fiorillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

CELLO 166, 266, 366, 466

Assistant Professor Briscoe; Special Instructor Mostow.

FLUTE 174, 274, 374, 474

Special Instructor Whitlow.

Guitar

Special Instructors Greene and Marx.

068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished. *Credit, one hour each semester.*

A working knowledge of notes and basic chords in the first position should be established before entering Guitar 168.

168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giuliani.

268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

468 GUITAR IV

Etudes by Vill-Lobbs; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Under the interinstitutional cooperation plan, lessons in some orchestral instruments are available at North Carolina State University. Credit and placement are earned on the same basis as other applied music.

Voice

Professor Donley, Coordinator; Assistant Professor Sullivan; Special Instructors Farrington, Goode, and Schlageter.

154 FRESHMAN VOICE

Position and poise of the body, strengthening exercises for the vocal mechanism, supplemented by technical exercises with musical figures for the development of vocal freedom. Simpler songs from classical literature. English and Italian pronunciation.

254 SOPHOMORE VOICE

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

354 JUNIOR VOICE

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

454 SENIOR VOICE

Technical work continued, stressing flexibility. Total repertory to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech and Theater

225 FUNDAMENTALS OF SPEECH

A general speech course designed to introduce the student to the basic elements of good communication. Units on voice and diction, presentation, organization, and communication theory. Offered both semesters. *Credit, three hours.*

226 ORAL INTERPRETATION

Emphasis on improving the ability to communicate written material to an audience in a pleasing and understandable manner. Opportunity for the students to take part in a reading program for an audience. Offered both semesters. *Credit, two hours.*

240 THEATRE PRACTICUM

Involves responsibility as a major crew head for a mainstage full-length production, or direction of a one-act play. The assignment must be approved by the drama instructor prior to registration. May be taken four times for credit. *Credit, one hour.*

356 PLAY PRODUCTION

Credit, three hours.

357 INTRODUCTION TO THEATER

A course designed to introduce the student to the great periods of theatrical art, major plays from these periods, and some dramatic theory in order to enrich her enjoyment of life and her understanding of her own existence. *Credit, three hours.*

358 ACTING

A course designed to familiarize the student with basics in dramatic presentation. Units include work in improvisation, stage movement, characterization and scene study. *Credit, two hours.*

Students who wish advanced study in music, speech, and theater should consult with the departmental chairman and arrange for it through the special studies options listed on page 75. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Associate Professor Huber, *Chairman;* Associate Professor Mason; Assistant Professors Aubrecht and Hornak.

The goal of the psychology department is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

Psychology 100 is a prerequisite for all courses.

Requirements for a Major

A minimum of 28 semester hours in psychology including 100, 200, and 201.

100 GENERAL PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as development, motivation, learning, thinking, perception, testing, adjustment, personality, and social factors in behavior. *Credit, three hours.*

200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. *Credit, three hours.*

201 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, art, and ethics of general experimental psychology. Two original research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus human and animal behavior laboratory. *Credit, four hours.*

204 DEVELOPMENTAL PSYCHOLOGY

The effects of physical and social factors on human development from conception to death, with major emphasis on childhood and adolescence. Included topics: physical, perceptual, motor, language, cognitive, emotional, moral, and social development. *Credit, three hours.*

205 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally disturbed; persons with speech, hearing, visual, and crippling health disabilities; and those with major specific learning disabilities. *Credit, three hours.*

206 PSYCHOLOGY OF SEX ROLES

The understanding of women from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of women, the effects of body states on personality, psychosomatic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles women play during their lifetimes. Offered spring semester only. *Credit, three hours.*

304 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilites, aptitude, achievement, interests, and personality. Offered fall semester only. *Credit, three hours.*

305 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings. Offered fall semester only. *Credit, three hours.*

306 ABNORMAL PSYCHOLOGY

A study of major forms of behavior pathology, including neuroses, psychoses, character disorders, and chronic brain syndroms. *Credit, three hours.*

307 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers. Offered spring semester only. *Credit, three hours.*

308 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a client-centered approach; however, the student will be acquainted with other theories. *Credit, three hours.*

404 LEARNING

An introduction to experimental and theoretical issues in learning and to the practical application of learning principles. Information treated includes classical and operant conditioning, human learning, and memory. Offered fall semester only. *Credit, three hours.*

405 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception. Offered spring semester only. *Credit, three hours.*

406 PHYSIOLOGICAL PSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena. Offered fall semester only. *Credit, three hours.*

407 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, affiliation and emotion, person perception, aggression, and altruism. Offered spring semester only. *Credit, three hours.*

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g. advanced classes, research projects, internship experiences) may do so through the special studies options listed on page 75. Special studies have included classes in animal behavior, behavior modification, computer analysis of data, and counseling psychology; research projects in: personality, developmental psychobiology, and social psychology; and internship experiences in clinical psychology and applied behavior therapy.

A student may elect courses through the Cooperating Raleigh Colleges.

RELIGION

Professor Crook, *Chairman;* Professor Cochran; Associate Professor Page; Assistant Professor Johnson; Instructor Smith; Visiting Lecturer Newman.

The department offers a major in religion.

The introductory courses in religion are designed to acquaint the student with biblical literature and faith as they are related to the contemporary world. The courses beyond the 100-level fall into three categories: biblical studies (courses numbered 262, 265, and 266); religious history and thought (courses numbered 285, 381, 382, 384, 389); and religion and society (courses numbered 244, 247, 248, 341, 342, 346). The requirements for a major are sufficiently flexible to provide for the student's own personal development and for her choice of career preparation. Most students majoring in religion prepare for teaching, for a church-related career, or (in conjunction with other departments) for a career in social work or church music.

Requirements for a Major

Twenty-four hours in religion, including one course from each of the three categories, and including 497. At least one course in philosophy is recommended.

Religion

Prerequisite to all other courses in religion: Religion 101 and 102 *or* Religion 121.

101, 102 AN INTRODUCTION TO THE OLD AND NEW TESTAMENTS

A study of the central meaning of the Bible. Not open to students who have taken Religion 121. *Credit, six hours.*

121 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A study of the making and the preservation of the Bible, the literature and history of the Hebrews, the ministry of Jesus, and the early church. Not open to students who have taken Religion 101 and/or 102. *Credit, three hours.*

244 CHRISTIAN ETHICS

The province, presuppositions, and ideal of the Christian ethic and its meaning for specific problems. *Credit, three hours.*

247 WORLDWIDE CHRISTIANITY

The world mission of the Christian religion as it confronts the modern scientific age. *Credit, three hours.*

248 THE RELIGIONS OF MANKIND

A survey and analysis of the great religions of the world in their interrelationships with an effort to understand what would be an adequate religion for modern man. *Credit, three hours.*

262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed. *Credit, three hours.*

265 THE PROPHETIC ELEMENT IN RELIGION

A study of the prophetic books of the Old Testament, with attention to their contemporary value. *Credit, three hours.*

266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul. *Credit, three hours.*

285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religious themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike. *Credit, three hours.*

341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as Sociology 331. *Credit, three hours.*

342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences. *Credit, three hours.*

346 RELIGION IN CONTEMPORARY SOCIETY

A study of the interplay of religion and social, economic, and political changes. *Credit, three hours.*

381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership. *Credit, three hours.*

382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods. *Credit, three hours.*

384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined. *Credit, three hours.*

389 FOUNDATIONS OF CHRISTIAN THOUGHT

An introduction to Christian beliefs which explores such issues as the problems of religious knowledge, the existence of God, the problem of evil or suffering, the meaning of Christ, and the nature of faith. Introductory readings by Kierkegaard, Bonhoeffer, Tillich, and other contemporary thinkers. *Credit, three hours.*

497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Required of majors. *Credit, three hours.*

Philosophy

223 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion. *Credit, three hours.*

351 ANCIENT AND MEDIEVAL PHILOSOPHY

A survey of the theoretical foundations of Western civilization, particularly as developed in the cultures of Greece and Rome. *Credit, three hours.*

352 MODERN PHILOSOPHY

A survey of philosophy since the Renaissance with particular attention to the development of contemporary schools of thought. *Credit, three hours.*

Students who wish community internships or advanced study or research in religion and philosophy should consult with the departmental chairman and arrange for it through the special studies options listed on page 75.

A student may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Professor Syron, *Chairman;* Associate Professor Tucker; Assistant Professor Bishop; Instructors Mackie and Zingraff.

The department offers a major in sociology and a certificate in social work.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The department offers a certificate in an undergraduate social work program accredited by the Council on Social Work Education. There are concentrations in criminal justice, personnel administration, social research technology, and human relations. Certification for teaching at all levels may be combined with a major in sociology.

The courses and programs prepare students for roles as educators, journalists, personnel administrators, city planners; for careers in government; and as leaders of opinion and of action in the community.

Field projects, community internships, volunteer experiences, and cooperative education placements are experiential learning opportunities available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either Sociology 230 or 260 required as a prerequisite for all other courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

Requirements for a Major

Twenty-four hours in sociology, including 230, 374, 375, 489, or their equivalents, and 495 or 496.

Sociology

230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research. Offered both semesters. *Credit, three hours.*

231 SOCIAL PROBLEMS

An analysis of contemporary social problems from the sociological perspective; a critique of existing programs designed to deal with the problems. Students are required to do in-depth study of a selected problem and of proposals for more effective solutions. *Credit, three hours.*

240 SOCIAL WORK AS A PROFESSION

An introduction to the development, fields, and values of the social work profession and to the general principles underlying the process of giving and taking help. Offered both semesters. Also available as Social Work 240. *Credit, three hours.*

260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures. Offered both semesters. *Credit, three hours.*

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

A study of the social welfare institutions and policies of the United States with major emphasis placed upon the present system of social services and programs and current proposals for change. Also available as Social Work 301. *Credit, three hours.*

331 SOCIOLOGY OF RELIGION

For description, see Religion 341. *Credit, three hours.*

335 AMERICAN ETHNIC RELATIONS

A study of present day racial and cultural minorities with emphasis upon scientific facts and changing attitudes and policies. *Credit, three hours.*

336 CRIMINOLOGY

An analysis of the nature and extent of criminal behavior; current practices in crime control. *Credit, three hours.*

337 THE COMMUNITY

A survey of the institutions and organizations within modern communities and of the problems arising out of them; special emphasis given such areas as parent-school-community relationships, social services, and recent trends in community social action. *Credit, three hours.*

338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems. *Credit, three hours.*

360 COMPARATIVE CULTURES

An anthropological study of rapid modernization in Africa south of the Sahara or in other selected areas. No prerequisite required. *Credit, three hours.*

374 INTRODUCTION TO RESEARCH

Examination of concepts and procedures pertaining to social scientific inquiry with emphasis upon problem statement, measurement, analysis and interpretation of data. Three class hours a week. Offered both semesters. Corequisite Sociology 375. Also offered as Political Science 374. *Credit, three hours.*

375 INTRODUCTION TO RESEARCH LABORATORY

Application of concepts and techniques presented in Sociology 374. Emphasis upon the practice of social research with special attention given to data processing and analysis and the use of statistics as a tool of research. (Equivalent of three class hours per week.) Offered both semesters. Corequisite Sociology 374. Also offered as Political Science 375. *Credit, one hour.*

489 INTRODUCTION TO SOCIAL THEORY

A survey of the history of social thought from ancient times, with particular emphasis on contemporary sociological thought. Offered both semesters. *Credit, three hours.*

495 SEMINAR IN SOCIAL WORK

An exchange of creative and critical thinking related to the field experience and professional issues in social work. Must be taken concurrently with Social Work 794. Prerequisites: Sociology 240 and 301 and Social Work 744. *Credit, two hours.*

496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of basic sociological principles directed toward the analysis of selected topics and the presentation of projects to seminar members for evaluation and criticism. *Credit, two hours.*

Social Work

Students choosing to work for certification in social work should be guided by the outline of program requirements on page 57. Students in any major of a degree-granting program are eligible. They should consult with the director in the Department of Sociology and Social Work for approval.

240 SOCIAL WORK AS A PROFESSION

For description, see Sociology 240. *Credit, three hours.*

301 AMERICAN SOCIAL WELFARE INSTITUTIONS

For description, see Sociology 301. *Credit, three hours.*

744 SOCIAL WORK PRACTICE I

An introduction to the basic skills of interpersonal relationships and the helping process. Also includes an introduction to the theories and technology of planned change. May not be counted toward a major in sociology. Offered both semesters. *Credit, three hours.*

745 SOCIAL WORK PRACTICE II

A continuation of Sociology 744. The course functions as a technical laboratory implementing the theory and technology of planned change. Prerequisite: Soc. 744. May not be credited toward a major in sociology. Offered both semesters. *Credit, three hours.*

746 SELECTED FIELDS OF SOCIAL WORK PRACTICE

A series of modules providing an opportunity to give attention to the current situation in the field under consideration and to consider the role of the social worker in the particular setting. Fields of focus are family and children's services, mental health, corrections, medical services, public assistance, and services for the aging and others. May not be credited toward a major in sociology. Offered both semesters. *Credit, one semester hour each module.*

747 SOCIAL POLICY ANALYSIS

A course designed to enable the student to develop skill in the analysis of current social policy by providing a framework for policy analysis. Prerequisite: Sociology 301. May not be credited toward a major in sociology. *Credit, two hours.*

748 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

A course to enable the student to assess human functioning within the social context using systems theory as an organizing framework. May not be credited toward a major in sociology. Prerequisites: Sociology 230, 337; Psychology 100, 204. *Credit, two hours.*

794 SOCIAL WORK FIELD EXPERIENCE

Experience as a social work trainee in a qualified community agency for a minimum of 400 hours. During fall and spring semesters, the student must register concurrently for Social Work 745 and Sociology 495. Offered both semesters. Prerequisities: Sociology 240 and 301, Social Work 744, and 100 hours of pre-professional experience. Pass-fail grading only. *Credit three-nine hours.*

495 SEMINAR IN SOCIAL WORK

For description, see Sociology 495. *Credit, two hours.*

Students who wish community internships or advanced study or research in sociology or social work should consult with the departmental chairman or an appropriate faculty member to arrange for the special studies options listed on page 75.

A student may elect courses through the Cooperating Raleigh Colleges.

College Directory

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1979

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Vice President and Dean of the College

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Vice President for Business and Finance
(also serves as Secretary-Treasurer)

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MARY LANIER WILLIAMS
Currie

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C. A. DILLON, JR.
Raleigh

LUCILLE L. ELLIS
Cary

BOB FARRINGTON
Raleigh

JAMES D. FARTHING
Durham

H. N. FRIEDLANDER
Research Triangle Park

CLAUDE F. GADDY
Raleigh

GEORGE R. GOODWIN
Raleigh

WILLIAM A. GRANBERRY
Raleigh

ERNEST W. GREUP
Durham

CYNTHIA GRIFFITH
Raleigh

JONATHAN G. GULLICK
Charlotte

BRYAN HAISLIP
Winston-Salem

EUGENE B. HARDIN, JR.
Raleigh

JOHN B. HARRIS, JR.
Raleigh

JESSE HELMS
Washington, D.C.

W. BASIL HILL
Roxboro

RAY K. HODGE
Kinston

GROVER E. HOWELL
Weldon

CARLYLE L. JENNINGS
Murfreesboro, Tenn.

ALMA JOHNSON
Memphis, Tenn.

BERTRAM A. JONES
Raleigh

EARL T. JONES
Raleigh

W. T. JOYNER
Raleigh

GRACE B. KEITH
Lumberton

ROBERT L. KIRBY
Raleigh

GAIL KNEIRIEM
Raleigh

CLARENCE KOESTER
Atlanta, Ga.

KAY LAMBETH
Thomasville

GEORGE J. LENESS
New York

ROBERT H. LEWIS
Raleigh

WILLIAM L. LEWIS
Sanford

MABEL CLAIRE MADDREY
Raleigh

WILLIAM E. MANGUM
Raleigh

MARGARET C. MARTIN
Raleigh

IRENE MONEY
Mayodan

JEANELLE MOORE
Raleigh

ALBERT L. MORRIS
Raleigh

NAOMI MORRIS
Raleigh

EUGENE OWENS
Charlotte

JAMES R. PADEN
Golden, Col.

PAULINE D. PERRY
Winston-Salem

ANNIE LAURIE POMERANZ
Sanford

MARGARET PRUITT
Louisburg

SARAH C. RAWLEY
Jamestown

E. KEMP REECE
Greensboro

FRED E. REIBER
Raleigh

E. N. RICHARDS
Raleigh

FRANK E. ROBERTS
Charlotte

VIRGINIA L. ROBERTSON
Rocky Mount

A. PAUL ROGERS, JR.
Tabor City

JOHN L. SALLY
Raleigh

MARY BIDDLE SEMANS
Durham

JOHN M. SIMMS, SR.
Washington, D.C.

GORDON SINCLAIR
Raleigh

BARON D. SMITH
Monroe

JACK A. SNEEDEN
Wilmington

EARL W. SPANGLER
Shelby

R. V. SPRACKLIN
Charlotte

RON STAMEY
Raleigh

SCOTT STIDHAM
Raleigh

NELSON STRAWBRIDGE
Durham

WILLIAM R. STROUD
Raleigh

W. K. STURDIVANT, SR.
Wilkesboro

COOPER E. TAYLOR
Raleigh

WYATT TAYLOR
Raleigh

W. HAROLD TRENTMAN
Raleigh

WILLIAM TROXLER
Research Triangle Park

ROYSTER M. TUCKER
High Point

WILLIAM C. VICK
Raleigh

E. T. VINSON
Greenville

IRVING H. WAINWRIGHT
Richmond, Va.

STRAUGHAN H. WATKINS
Henderson

WILLIAM H. WESTPHAL
Greensboro

GLENN W. WILCOX
Asheville

ALFRED WILLIAMS, III
Raleigh

JOHN A. WILLIAMS, JR.
Raleigh

W. FRED WILLIAMS
Greensboro

HENRY HALL WILSON
Monroe

AZALEA WIYGUL
Raleigh

WILLIAM L. WYATT, JR.
Raleigh

J. HOWARD YOUNG, JR.
Murfreesboro, Tenn.

ALUMNAE ASSOCIATION

Officers 1978-79

MYRA MOTLEY PRINCE, 1942
President
Raleigh

SANDRA FLYNT CANIPE, 1966
Vice President
Greensboro

JANE GUION KANIPE, 1965
Secretary
Raleigh

JOYCE McINTYRE RUDISILL, 1942
Past President
Charlotte

JANE LEWIS SUTTON, 1974
Director, Asheville Region
Asheville

GAIL BRINN WILKINS, 1961
Director, Charlotte Region
Charlotte

SUZANNE GEORGE PALMER, 1970
Director, Elizabeth City Region
Edenton

MARY PITTARD SHIPP, 1965
Director, Fayetteville Region
Fayetteville

FRANCES CRAIN FARTHING, 1946
Director, Greensboro Region
Durham

JANIS WITHERINGTON CANNON, 1954
Director, New Bern Region
Vanceboro

HELEN DOBSON, 1934
Director, Wilmington Region
Wilmington

JO CROWDER DERMID, 1964
Director, Winston-Salem Region
Clemmons

Committee Chairmen

SUE PAGE HUMPHREY, 1950
Public Information
Shannon

MARTHA ALICE RENFRO TUCKER, 1954
Awards and Recognition
High Point

DR. CATHERINE ELIZABETH MOORE, 1950
Education
Raleigh

ZELMA GREENE WILLIAMS, 1961
Placement
Cary

MARY JON GERALD ROACH, 1956
Institutional Development and Scholarships
Greensboro

JOYCE HERNDON VEALE, 1957
Recruitment
Rock Hill, South Carolina

FACULTY (1978-79)

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HELENA W. ALLEN, M. Ed. (1952)
Assistant Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed (1970)
Assistant Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

LYN G. AUBRECHT, Ph.D. (1974)
Assistant Professor of Psychology
A.A., Thornton Jr. College; B.S., M.S., Illinois State University; Ph.D., Ohio State University.

JOE BAKER, A.B. (1966)
Vice President for Business and Finance
A.B., Mississippi College.

VERGEAN R. BIRKIN, A.M. (1963)
Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, PH.D. (1977)
(Full-time Spring 1979)
Assistant Professor of Sociology
A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, M.Ed. (1966)
(On sabbatical leave, 1978-79)
Instructor in Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, University of South Carolina, Wake Forest University, Duke University, North Carolina State University.

BETTY WEBB BREWER, A.M. (1971) (1974)
(Leave of absence, 1978-79)
Instructor in English
A.B., Meredith College; A.M., North Carolina State University; graduate study, University of North Carolina at Chapel Hill.

JAMES R. BRISCOE, Ph.D. (1976)
Instructor of Music
B.Mus., University of Alabama; A.M., Ph.D., University of North Carolina at Chapel Hill.

JOSEPH A. BROWDE, Ed.D. (1974)
Associate Professor of Education
A.B., Rutgers University; B.D., Eastern Baptist Theological Seminary; A.M., Ed.D., Syracuse University.

CLARA R. BUNN, Ph.D. (1969)
Professor of Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College
Professor of History and Political Science
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

KENNEITH H. CALVERT, Ed.D. (1973)
Assistant Professor of Education
B.S., Jacksonville State University; A.M., Ed.D., University of Alabama; summer study, Samford University.

MARIE W. CAPEL, M.Ed. (1971)
Director of Career Services and Cooperative Education
A.B., George Washington University; M.Ed., North Carolina State University.

MARIE CHAMBLEE, M.A.T. (1977)
Instructor in Health and Physical Education
B.S., East Carolina University; M.A.T., University of North Carolina at Chapel Hill.

JAMES L. CLYBURN, M.S. (1958)
Assistant Professor of Music
A.B., Elon College; M.S., Julliard School of Music.

BERNARD H. COCHARN, Ph.D. (1960)
(On sabbatical leave Spring 1979)
Professor of Religion
A.B., Stetson University; B.D., Th.M., Southeastern Baptist Theological Seminary; Ph.D., Duke University; post-doctoral research, Yale University.

ROGER H. CROOK, Ph.D. (1949)
Professor of Religion
A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; post-doctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

G. HENTON DAVIES, D.D. (Spring 1978 and 1979)
Distinguished Visiting Professor of Religion
A.B., B.D., A.M., University of Wales; A.M., B. Litt., University of Oxford; D.D., University of Glasgow; D.D., Stetson University.

CHARLES A. DAVIS, Ph.D. (1967)
Associate Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

ALEX M. DINER, M.S. (Spring 1979)
Visiting Lecturer of Biology
A.B., Moorhead State University; M.S., North Dakota State University.

BEATRICE DONLEY, Mus. B. (1942)
Professor of Music
Mus. B. (Voice), Mus. B. (Public School Music), West Virginia University; voice with Horatio Connell, Julliard School of Music; voice with Adelaide Gescheidt, New York.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

JAMES C. B. FOGLE, Ph.D. (1977)
Instructor in Music
A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

ROBERT G. FRACKER, A.M. (1962)
Assistant Reference Librarian
B.S., East Tennessee State College; A.M., Appalachian State University; graduate study, Duke University.

LOIS FRAZIER, Ed.D. (1954)
Professor of Business and Economics
B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

KAY A. FRIEDRICH, M.P.H. (1967)
Instructor in Home Economics
B.S., graduate study, Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

MERNA DEE GALASSI, Ed.D. (1975)
Coordinator of Developmental Counseling and Student Activities.
B.A., Brandeis University; Ed.M., Harvard University; Ed.D., West Virginia University.

KATALIN Y. GALLIGAN, Ph.D. (1969)
Assistant Professor of Foreign Languages
A.B., Veres Palne, Hungary; A.M., Indiana University; Ph.D., University of North Carolina at Chapel Hill.

PHYLLIS W. GARRISS, Mus.M. (1951)
Assistant Professor of Music
A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music.

ROSALIE P. GATES, Ph.D. (1965)
Associate Professor of History
A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)
Assistant Professor of English
A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

ELLEN B. GOODE, M.S.H.E. (1976)
Instructor in Home Economics
B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; graduate study, North Carolina State University

CAROLYN B. GRUBBS, M.A.T. (1963)
Assistant Professor of History
A.B., Meredith College; M.A.T., Duke University; graduate study, Columbia University, North Carolina State University, University of North Carolina at Chapel Hill.

FRANK L. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study, Colorado Seminary, University of North Carolina at Chapel Hill.

ROYSTER C. HEDGEPETH, Ph.D. (1977)
Vice President for Institutional Advancement
A.B., Wake Forest University; M.Ed., University of Florida; Ph.D., Cornell University.

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian
A.B., Mount Holyoke College; M.R.E., Drew University; M.L.S., Rutgers University.

JOHN B. HIOTT, M.Div. (1968)
Registrar and Assistant to the Dean of the College
A.B., Baylor University; M. Div., New Orleans Baptist Theological Seminary.

GEORGE R. HOFFMANN, Ph.D. (1974)
(Fall 1978 only)
Assistant Professor of Biology
A.B., Rutgers University; M.S., Ph.D., University of Tennessee.

JOHN B. HOLT, Ph.D. (1972)
Assistant Professor of Foreign Languages
A.B., University of Virginia; A.M., Ph.D., Harvard University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Assistant Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

SALLY M. HORNER, Ph.D. (1965)
(Fall 1978 only)
Professor of Chemistry
Director of Institutional Research
Director of Financial Aid
B.S., Ph.D., University of North Carolina at Chapel Hill.

R. JOHN HUBER, Ph.D. (1974)
Associate Professor of Psychology
A.B., Kent State University; A.M., University of Vermont; Ph.D., University of New Hampshire.

LUTHER M. HUGGINS, A.A. (1969)
Director of Equitation
A.A., Presbyterian Junior College.

SALLY R. HUMBLE, Ph.D. (1972)
Assistant Professor of English
A.A., Mars Hill College; A.B., Wake Forest University; M.A.T., Ph.D., Duke University.

CARL ELBERT JOHNSON, Ph.D. (1977)
Assistant Professor of Religion
A.B., Campbell College; M.Div., Colgate Rochester Divinity School; Ph.D., Duke University.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

IONE KEMP KNIGHT, Ph.D. (1956)
Professor of English
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

WILLIAM R. LEDFORD, Ph.D. (1957)
Associate Professor of Foreign Languages
A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
Dean of Continuing Education and Special Programs
Professor of History
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

DAVID A. LeSOURD, Ph.D. (1978)
Visiting Lecturer in Business and Economics
A.B., New York University; A.M., University of Wisconsin; Ph.D., Pennsylvania State University.

JONATHAN A. LINDSEY, Ph.D. (1977)
Head Librarian
A.B., George Washington University; B.D., Ph.D., Southern Baptist Theological Seminary; M.S.L.S., University of Alabama.

W. DAVID LYNCH, D.M.A. (1969)
Associate Professor of Music
Mus. B., Oberlin College; Mus.M., D.M.A., Performer's Certificate, Eastman School of Music; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

JOAN A. MAGAT, Ph.D. (1977)
Assistant Professor of English
A.B., Scripps College; A.M., Ph.D., Northwestern University.

JOE MARON, M.F.A. (1972)
Assistant Professor of Art
A.B., M.F.A., Brooklyn College.

MARIE MASON, Ph.D. (1969)
Associate Professor of Psychology
Director of Health Services
A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
Associate Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; A.M., New York University.

DON M. MAULTSBY, Ph.D. (1978),
(Fall 1978 only)
Assistant Professor of Sociology
A.B., Wofford College; M.B.A., Wake Forest University; Ph.D., Tulane University.

SUSAN H. MEADOWS, M.S. (1977)
Instructor in Home Economics
B.S., M.S., East Carolina University.

REBECCA J. MURRAY, Ed.D. (1974)
Associate Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University; post-doctoral study, North Carolina State University.

RICHARD L. NEELEY, Ph.D. (1977)
Assistant Professor of Chemistry
B.S., Davidson College; M.S., Ph.D., University of Illinois.

MELVIN J. OLIVER, JR., M.B.A. (1978)
Instructor in Business
B.B.A., Wake Forest University; M.B.A., University of Pennsylvania.

ALLEN F. PAGE, Ph.D. (1973)
Associate Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

THOMAS C. PARRAMORE, Ph.D. (1962)
Associate Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO PERRY, A.B. (1975)
Director of Alumnae Affairs
A.B., Meredith College.

ALDEN PETERSON, D.B.A. (1976)
Associate Professor of Business
B.S., Purdue University; M.B.A., University of Toledo; D.B.A., Kent State University.

RANDELL KAY PEYSER, A.M. (1974)
Instructor in Art
A.B., Pratt Institute; A.M., Boston University.

DOROTHY K. PRESTON, Ph.D. (1961)
Associate Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; NSF Fellow; Ph.D., North Carolina State University.

PATRICIA C. RAMSEY, M.S.W. (1977)
Assistant Professor of Social Work
A.B., North Carolina Central University; M.S.W., New York University; graduate study, Yeshiva University.

NORMA ROSE, Ph.D. (1937)
Professor of English
A.B., Meredith College; A.M., University of North Carolina; Ph.D., Yale University.

DONALD C. SAMSON, JR., Ph.D. (1976)
Assistant Professor of English
A.B., Cornell University; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, North Carolina State University, Princeton University.

ROBERTA SEABROOK, Ph.D. (1978)
Assistant Professor of Foreign Languages
A.B., Adelphi University, Ph.D., City University of New York.

REGINALD B. SHIFLETT, Ph.D. (1978)
Associate Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Instructor in Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

EVELYN P. SIMMONS, M.S. (1962)
Assistant Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee; graduate study, University of Florida, Duke University, University of North Carolina at Chapel Hill.

LAROSE F. SPOONER, M.A.T. (1967)
Instructor in Mathematics (Fall 1978)
Director of Financial Aid (Spring 1979)
Director of Institutional Research (Spring 1979)
A.B., Tift College; M.A.T., Duke University; graduate study, North Carolina State University.

CHARLES V. STEWART, Ph.D. (1976)
Assistant Professor of Political Science
A.B., Haverford College; M.A., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, Ed.D (1965)
Assistant Professor of Home Economics
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

JANE W. SULLIVAN, Mus.B. (1966)
Assistant Professor of Music
A.B., Mus.B., Meredith College; graduate study, University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, M.S.W., A.C.S.W. (1973)
(Leave of Absence, 1978-79)
Instructor in Sociology
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)
Instructor in Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University.

SANDRA CAROL THOMAS, Ph.D. (1974)
Vice President for Student Development
A.B., University of Texas; M.S., Indiana University; Ph.D., Saint Louis University.

PHYLLIS M. THOMPSON, M.F.A. (1978)
Instructor in Speech and Theater
B.F.A., University of Connecticut; A.M., Michigan State University; M.F.A., Florida State University.

CHARLES R. TUCKER, Ph.D. (1966)
Associate Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Assistant Professor of Music
A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music.

JOHN EDGAR WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

SUSAN B. WESSELS, M.B.A. (1978)
Instructor in Business
A.B., Grove City College; M.B.A., DePaul University.

DEBORAH B. WHELAN, A.M. (1978)
Instructor in Health and Physical Education
B.S., East Stroudsburg State College; A.M., American University.

JOYCE D. WHITE, M.Ed. (1973)
Dean of Students
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; graduate study, North Carolina State University, Indiana University, Duke University.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
A.B., A.M., University of North Carolina at Chapel Hill.

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian
A.B., Duke University; A.M., Ph.D., Princeton University; M.S.L.S., University of North Carolina at Chapel Hill.

LARRY C. WILLIAMS, Th.M. (1973)
College Minister
A.B., Wake Forest University; Th.M., Southeastern Baptist Theological Seminary; additional study, Theological Seminary, Drew University.

ELIZABETH WILSON, M.Ed. (1973)
Counselor
A.B., M.Ed., University of North Carolina at Chapel Hill.

BURGUNDE WINZ, A.M.
(Part-time Fall 1978; Full-time Spring 1979)
Instructor of Foreign Languages
A.B., A.M., ADI-Germersheim, West Germany.

APPOINTMENTS FOR 1979-80
(As of May, 1979)

ROSALIND GRENFELL, M.S. (1979)
Instructor in Home Economics
B.S., M.S., Virginia Polytechnic Institute and State University.

JAMES R. JOHNSON, III, Ph.D. (1979)
Assistant Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

ANNE W. MACKIE, Ph.D. (1979)
Instructor of Sociology (part-time)
A.B., Beaver College, M.S.W., Ph.D., University of North Carolina at Chapel Hill.

SYBIL B. MILLER, Ph.D. (1979)
Instructor in Biology (part-time)
B.S., Meredith College, Ph.D., North Carolina State University.

DONNA D. MOSIER, M.B.A. (1979)
Instructor in Business
A.B., State University College at Potsdam; M.B.A., Clarkson College of Technology.

ROBERT K. REID, Ph.D. (1979)
Assistant Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

RHONDA M. ZINGRAFF, A.M. (1979)
Instructor of Sociology
B.S., Virginia Commonwealth University; A.M. and doctoral study (all but dissertation), Bowling Green State University.

PART-TIME FACULTY (1978-79)

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

MARTHA B. ABERNETHY, Mus.M. (1975)
Instructor in Music
Mus.B., Oberlin College; Mus.M., University of North Carolina at Chapel Hill.

RENNIE PEACOCK BEYER, Mus.M. (1971)
Instructor in Music
Mus.B., Mus.M., University of North Carolina at Greensboro.

BEVERLY BOGGS, A.M. (1977)
Instructor in Music
B.M.E., Baylor University; A.M., State University of New York at Binghamton.

GRADY BRADY, Ph.D. (Spring 1979)
Instructor in Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

ANNA Y. BRISCOE, Mus.M. (1977)
Instructor in Music
Mus.B., Mississippi University for Women; Mus.M., University of Alabama.

RACHEL M. BROWN, B.S. (Spring 1978)
Instructor in Art
B.S., University of Bridgeport.

BETTY H. COOK, M.H.E. (1976)
Instructor in Home Economics
B.S., West Virginia University; M.H.E., University of Georgia.

AMELIA COTTEN, Mus.B. (1977)
Instructor in Music
Mus.B., Meredith College.

KAY CROOK, A.M. (Spring 1979)
Instructor in Mathematics
B.S., University of North Carolina at Greensboro; A.M., East Carolina University.

ALICE W. DAUGHERTY, Mus.B. (1971)
Instructor in Music
Mus.B., Lawrence College; additional study, Julliard School of Music.

A. CLARKE DAVIS, Ph.D. (Spring 1979)
Visiting Lecturer in Sociology
B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University; Ph.D., Duke University.

BROCK W. DOWNWARD, D.M.A. (1976)
Instructor in Music
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

BETTY JO FARRINGTON, A.B. (1969)
Instructor in Music
A.B., Meredith College.

WILLIAM WALLACE FINLATOR, JR., Ph.D. (1973)
Instructor in Foreign Languages
A.B., Wake Forest University; A.M., University of Pennsylvania; Ph.D., Yale University.

MURIEL A. FRAZIER, M.A.T. (1978)
Instructor in Education
A.B., University of North Carolina at Chapel Hill; M.A.T., Duke University.

JOHN W. GIVVINES, B.S. (1975)
Instructor in Art
B.S., Western Carolina University.

ALICE Y. GOODE, Mus.B. (1974)
Instructor in Music
Mus.B., Texas Technological University.

DENNIS O. GRADY, A.B. (Fall 1978)
Instructor in Sociology
A.B., University of North Carolina at Chapel Hill.

BLUMA K. GREENBERG, A.M. (1976)
Instructor in Art
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

J. CRAIG GREENE, M.F.A. (1977)
Instructor in Art
A.B., Mars Hill College; M.F.A., University of North Carolina at Greensboro; graduate study, North Carolina State University.

JOHN F. GREENE, Mus. M. (Spring 1978)
Instructor in Music
Mus.B., Mus. M., University of North Carolina at Greensboro.

PAULINE P. HUBER, B.S. (1977)
Instructor in Health and Physical Education
B.S., University of Vermont.

HELEN H. JONES, A.M. (1969)
Instructor in English
A.B., A.M., University of North Carolina at Greensboro.

VIVIAN KRAINES, Ph.D. (Spring 1979)
Instructor in Mathematics
A.B., Ph.D., University of California.

EMILY LEES, Ph.D. (Fall 1978)
Instructor in Foreign Languages
A.B., University of North Carolina at Greensboro; A.M., Ph.D., Duke University.

PATRICIA LONG, M.C.M. (1973)
Instructor in Music
A.B., Meredith College; M.C.M., Southwestern Baptist Theological Seminary.

MARILYN S. LYNCH, A.M. (1971)
Instructor in Music
Mus.B., Syracuse University; A.M., Eastman School of Music.

KATHERINE LYONS, B.S. (Fall 1978)
Instructor in Home Economics
B.S., Madison College.

MARILYN S. McCOLLUM, M.S. (Fall 1978)
Instructor in Mathematics
B.S., M.S., North Carolina State University.

D. JANE MAGRATH, Mus.M. (1976)
Instructor in Music
Mus.B., Wesleyan College; Mus.M., University of North Carolina at Chapel Hill.

BARRY MARX, B.S. (1975)
Instructor in Music
B.S., North Carolina State University.

RIVKA MOSTOW (1977)
Instructor in Music
Artist diploma, Tel-Aviv University, Israel.

R. DAVID MUSTIAN, Ph.D. (Spring 1979)
Visiting Lecturer in Sociology
B.S., M.S., North Carolina State University; Ph.D., Florida State University.

STEWART A. NEWMAN, Th.D. (1973)
Visiting Lecturer in Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; post-doctoral study, Duke University, Northwestern-Barrett, University of Rochester.

GRAY PATTON, A.B. (Spring 1979)
Instructor of Mathematics
A.B., University of North Carolina at Greensboro.

CHRISTINA A. PRITCHARD, A.B. (1976)
Instructor in Equitation
A.B., Meredith College.

BETTY REAVIS, M.Ed. (Fall 1978)
Instructor in Education
A.B., M.Ed., University of North Carolina at Chapel Hill.

ELEANOR REUER, M.F.A. (Spring 1978)
Instructor in Art
B.F.A., University of North Carolina at Greensboro; M.F.A., University of North Carolina at Chapel Hill.

DIANA RHODES, B.S. (1978)
Instructor in Physical Education
B.S., Meredith College.

MARSHALL RITCHEY, M.S. (Fall 1978)
Instructor in Physical Education
B.S., University of Pittsburgh; M.S., University of Wyoming.

STEVEN ROBERSON, Mus.M. (1976)
Instructor in Music
A.B., Wake Forest University; Mus.M., Texas Christian University.

KATHY ROSEN, Mus.B., (1978)
Instructor in Music
Mus.B., North Carolina School of the Arts.

BETH E. ROSS, Mus.M (1977)
Instructor in Music
Mus.B., Meredith College; Mus.M, East Carolina University.

THEODORE C. RUSSELL, Ph.D. (1977)
Instructor in Music
B.S., North East Missouri State Teachers College; M.M., Northwestern University; Ph.D., University of Minnesota.

NANCY C. SASNETT, M.Ed. (1971)
Instructor in Business
B.S., Pfeiffer College; M.Ed., University of North Carolina at Greensboro.

BARBARA E. SCHLAGETER, Mus.M. (1971)
Instructor in Music
Mus.B., Mus.M., New England Conservatory of Music; Certificate, Conservatoire American, Fontainbleu.

JOHN SKVARLA, J.D. (Spring 1979)
Instructor in Business
A.B., Manhattan College; J.D., University of North Carolina at Chapel Hill.

GLORIA SMITH, M.S. (1977)
Visiting Lecturer in Sociolgoy
A.B., Shaw University; M.S., North Carolina State University.

MARTHA W. SMITH, M.Div. (1977)
Instructor of Religion
A.B., M.Div., Duke University; M.S.L.S., University of North Carolina at Chapel Hill.

RICHARD SOUTHWICK, A.M. (1972)
Instructor in Music
B.S., A.M., Ohio State University.

LOUISE TAYLOR, Ph.D. (1978)
Instructor in English
A.B., Swarthmore College; A.M., Florida State University; M.A.T., Duke University; Ph.D., Florida State University.

PAMELA WHITLOW, Mus.B. (1977)
Instructor in Music
Mus.B., Southern Illinois University.

MARY WILDER, A.B. (1978)
Instructor in Mathematics
A.B., Coker College.

VIRGINIA WILSON, Ph.D. (Spring 1979)
Instructor in Education
A.B., M.A.T., Ph.D., Duke University.

INGE WITT, A.B. (1976)
Instructor in Music
A.B., London University.

FACULTY EMERITI

The date in parentheses indicates the year in which the individual joined the Meredith faculty.

HAZEL BAITY, A.B. in L.S. (1941)
Librarian
A.B., Meredith College; A.B. in L.S., University of North Carolina at Chapel Hill.

ELLEN DOZIER BREWER, A.M. (1919-1922)
Professor of Home Economics
A.B., Meredith College; B.S., A.M., Columbia University.

LILA BELL, M.Ed. (1941)
Associate Professor of Education
A.B., University of North Carolina at Greensboro; M.Ed., Duke University; graduate study, Columbia University, University of North Carolina at Chapel Hill.

ERNEST F. CANADAY, Ph.D. (1920)
Professor of Mathematics
A.B., William Jewell College; A.M. Missouri University; Ph.D., Duke University.

HELEN JO COLLINS, M.S. (1944)
Assistant Professor of Chemistry
B.S., Colorado State Agricultural College; M.S., Iowa State College.

HARRY E. COOPER, Mus.D. (1937)
Professor of Music
A.B., Ottawa University; Mus.B., Horner Institute of Fine Arts; Mus.D., Bush Conservatory, Fellow, American Guild of Organists; Guy Weitz, London.

JANE G. DEESE, A.M. (1945)
Technical Services Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)
Associate Professor of Education
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

LOUISE E. FLEMING, A.M. (1950)
Dean of Students
A.B., Meredith College; A.M., Columbia University; graduate study, Union Theological Seminary, University of Chicago Divinity School.

JENNIE M. HANYEN, A.M. (1931)
Professor of Home Ecnonomics
B.S., A.M. Columbia University.

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor of English
A.B., Meredith College; A.M., Columbia University; Ph.D., Cornell University; L.H.D., Wake Forest University; post-doctoral research, British Museum, Cambridge University, Oxford University, University of London.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

LEISHMAN A. PEACOCK, Ph.D. (1948)
Professor of English
A.B., A.M., Wake Forest University; Ph.D., Pennsylvania State University; graduate study, Columbia University.

STUART PRATT, Mus.M. (1942)
Professor of Music
A.B., Hartwick College; Mus.B., Philadelphia Musical Academy; Mus.M., Syracuse University; two years in Berlin, Marta Siebold, Hugo Kaun, Walter Scharwenka, Egon Petri.

DAVID R. REVELEY, Ph.D. (1955)
Professor of Education
A.B., Hampden-Sydney College; A.M., Ph.D., University of Virginia.

JOHN A. YARBROUGH, Ph.D. (1943)
Professor of Biology
A.B., Oklahoma Baptist University; M.S., University of Okalahoma; Ph.D., State University of Iowa; graduate study, Northwestern University.

MARY YARBROUGH, Ph.D. (1928)
Professor of Chemistry and Physics
A.B., Meredith College; M.S., North Carolina State University; Ph.D., Duke University.

ADMINISTRATION (1979-80)

The date in parentheses indicates the year in which the individual joined the Meredith administration.

Office of the President

JOHN EDGAR WEEMS, Ed.D. (1972)
President

MADGE D. DILLARD (1973)
Administrative Secretary

KAREN YOUNGBLOOD, B.S. (1978)
Secretary

MARY LYNCH JOHNSON, Ph.D. (1918)
Professor Emeritus and College Historian

LaROSE SPOONER, M.A.T. (1967)
Director of Institutional Research

Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

DORIS T. WALL (1971)
Secretary to the Faculty

BETTY JEAN YEAGER, A.B. (1948)
Secretary to the Faculty

Office of the Registrar

JOHN B. HIOTT, M.Div. (1968)
Registrar and Assistant to the Dean of the College; Director of Summer School

SUE TODD, A.B. (1968)
Assistant Registrar

ALBERTA HAWES (1977)
Records Secretary

LAURA McCANCE (1978)
Secretary

Library

JONATHAN A. LINDSEY, Ph.D. (1977)
Head Librarian

LYNNE HENDERSON, M.L.S. (1976)
Reference Librarian

ROBERT G. FRACKER, A.M. (1962)
Assistant Reference Librarian

HERBERT H. WILLIAMS, Ph.D. (1977)
Technical Services Librarian

DOROTHY QUICK, B.S. (1970)
Circulation Librarian

ALICE MCNEIL (1976)
Library Technical Aide

GERALDINE SARGENT (1978)
Secretary

MARGARET SEXTON (1975)
Library Assistant

LOU ANNE STRICKLAND, Mus.B. (1976)
Library Assistant, Music Library

Office of Continuing Education and Special Programs

SARAH McCULLOH LEMMON, Ph.D. (1947)
Dean

ANNE C. DAHLE, M.S. (1972)
Director of Credit Programs and Counseling

LINDA C. GRIMSLEY, M.S. (1978)
Director of Enrichment Programs

MARIE W. CAPEL, M.Ed. (1971)
Director of Cooperative Education

MARTHA STEPHENSON, M.Ed. (1978)
Assistant Director of Cooperative Education

SHIRLEY IHNEN, B.S. (1974)
Cooperative Education Coordinator

BARBARA H. WILLIS, A.B. (1978)
Secretary

International Studies

ROGER CROOK, Ph.D. (1949)
Coordinator

Business and Finance

Office of the Vice President for Business and Finance

JOE BAKER, A.B. (1966)
Vice President

EUNICE WILLIAMS (1975)
Chief Accountant

VIRGINIA SCARBORO, A.A. (1961)
Administrative Secretary

DELORES POLLARD (1979)
Payroll and Personnel Records Clerk

PATRICIA TANNER (1978)
Accounts Payable Clerk

BRENDA HARGIS (1975)
Accounts Receivable Clerk

HAZEL G. TUDOR (1973)
Office Assistant

Data Processing

SAMUEL COLLINS (1973)
Director

GLORIA CHILCOAT (1972)
Assistant Director

BEVERLY DAVIS (1978)
Key Punch Operator

COLLEGE CALENDAR AND SUMMER PROGRAMS

MARIE MASON, Ph.D. (1969)
Coordinator

EMILY SOCKELL, A.B. (1978)
Secretary

College Store and Post Office

DRU M. HINSLEY, A.B. (1953)
Manager

RUTH L. GOWER (1959)
Assistant Manager

SHEILA DULANEY (1974)
Post Office Clerk

FRANCES BLUE (1973)
Store Clerk

Central Services

FRED THOMPSON (1976)
Director

VICKIE HARRIS (1976)
Press Operator

Food Services (ARA Slater)

JOHN PACKER, B.S. (April, 1979)
Manager

JOHN A. HARDEE, B.S. (1976-March, 1979)
Manager

ALICE F. RENEGAR (1971)
Banquet Manager

Building and Grounds

HARRY SIMMONS (1949)
Superintendent

CATHERINE BOTTOMS (1976)
Secretary

LON AVENT (1972)
Electrician

DOUGLAS BUCKNER (1976)
Carpenter

DORSEY ADAMS (1978)
Horticulturist

THOMAS EDMONSON (1977)
Carpenter

Maintenance

CONAN ALLEN
WILLIAM CRUMEL
WILLIAM FINCH
ARTHUR JONES
WILLIE KING
JAMES McDONALD
JOHNNY PATTERSON
EDDIE TURNER
WALTER ATTMORE
ROMMIE JONES
RAYMOND BURT

Security

DANIEL G. SHATTUCK
Chief Security Officer

W. W. ADAMS
WORTH BAILEY
WILLIAM GRINER
CHARLES JACKSON
SHERWOOD JONES
WILLIAM KIRTLEY
L. B. LAWRENCE
DAVID McGHEE
ROBERT SHATTUCK
AUBREY UNDERWOOD

Stables

LUTHER M. HUGGINS, A.A. (1969)
Manager

Switchboard

FRANCES HANNAH (1977)

JANICE SHATTUCK (1974)
Operators

Residence Halls

FRANCES E. THORNE (1961)
House Director

MARY W. LILES (1960)
Assistant House Director

ALMA MOBLEY (1972)
Laundry Supervisor

Housekeepers

MARY ELIZABETH BELL
LOUISE BOOKER
DORIS CLINTON
MARJORIE COLLINS
MARGIE DAVIS
NOVELLA DUNSTON
HAZEL FAISON
CURLIE FULLER
CHRISTENA HILL
ELIZABETH JUDD
CORA LASSITER
ESSIE LEACH
PAULINE McCULLERS
NELLIE PENNINGTON
LUCRETIA PETERSON
MABLE ROBINSON
LOIS ROWLAND
PATRICIA RUFFIN
MAMIE SANDERS
BEATRICE STRICKLAND
RUTH WARREN
MARY WILLIAMS

Student Development

Office of the Vice President for Student Development

SANDRA C. THOMAS, Ph.D. (1974)
Vice President

JACQUELINE CHAMBLEE (1974)
Administrative Secretary

Office of the Dean of Students

JOYCE D. WHITE, M.Ed. (1973)
Dean

JEAN COOPER (1976)
Secretary

JOY JONES (1976)
Resident Adviser

LOIS RENFROW (1973)
Resident Adviser

JANE TATUM (1975)
Resident Adviser

WILLIAM TATUM (1977)
Resident Adviser

MADELINE TEETSELL (1976)
Resident Adviser

Office of Admissions

MARY BLAND JOSEY, M.Ed. (1953)
Director

SUE E. KEARNEY, A.M. (1966)
Associate Director

SHERA J. HUBE, A.B. (1969)
Assistant Director

SUZANNE EDWARDS, A.B. (1977)
Counselor

M. VICTORIA JAYNE, A.B. (Sept.-Dec. 1978)
Counselor

LUCILLE J. THATCHER, A.M. (1970)
Administrative Secretary

JO ANN LANZI (1972)
Processing Secretary

CATHY WILLARD (1979)
Admissions Secretary

Office of the Campus Minister

LARRY C. WILLIAMS, Th.M. (1973)
Campus Minister

MARJORIE RODBERG, B.S. (1976)
Secretary

Career Services

MARIE W. CAPEL, M.Ed. (1971)
Director

MARTHA STEPHENSON, M.Ed. (1978)
Assistant Director

ANN PUGH (1977)
Secretary

Office of Financial Aid

LaROSE SPOONER, M.A.T. (1967)
Director

AUDREY GARDNER, A.A. (1969)
Financial Aid Officer

Guidance and Counseling

ELIZABETH WILSON, A.M. (1973)
Counselor

Health Services

MARIE MASON, Ph.D., R.N. (1969)
Director

SIDNEY MARTIN, M.D. (1972)
Physician

GRACE BROADWELL, R.N. (1972)
Nurse

FRONIA THACKER, B.S., R.N. (1975)
Nurse

Developmental Counseling and Student Activities

MERNA DEE GALASSI, Ed.D. (1975)
Coordinator

MARY LAY (1977)
Secretary

Institutional Advancement

Office of the Vice President for Institutional Advancement

ROYSTER C. HEDGEPETH, Ph.D. (1977)
Vice President

CAROLYN C. ROBINSON, A.B. (1958)
College Editor

SHARON WOODLIEF (1972)
Administrative Secretary

GERALDINE MYERS (1978)
Secretary/Receptionist

Development

ANN R. BRITT, A.M. (1978)
Director of Development

SYLVIA TURNER (1979)
Secretary

KATIE O'TOOLE BROWN, A.B. (1978)
Accounting Clerk

Alumnae Affairs

CLEO G. PERRY, A.B. (1975)
Director

DIANE YOUNG (1978)
Secretary

Information Services

WILBURN L. NORTON, JR., A.B. (1970)
Director

LAURIE S. MCGINN, A.B. (1979)
Assistant Director

ANNE M. PURCELL, A.B. (1974-May, 1979)
Secretary

Cooperating Raleigh Colleges

J. P. FREEMAN, Ed.D. (1977)
Director

CAROLYN MAZUROWSKI (1977)
Secretary

BUILDINGS AND GROUNDS

JOHNSON HALL, named in memory of Livingston Johnson and located at the front center of the campus, is the administration building which houses reception rooms and most administrative offices.

CARLYLE CAMPBELL LIBRARY is named in honor of Meredith's fourth president, Carlyle Campbell, who served the college from 1939 to 1966. The building is equipped with ample study tables and carrels, space for eventual growth of the library's book collection (now 90,000) to 100,000 volumes, and facilities for the best that a college such as Meredith needs in educational services.

JOYNER HALL is a classroom building for most courses in education, English, foreign languages, history and political science, mathematics, psychology, religion and philosophy, and sociology and social work. In addition, it contains offices for faculty, a small auditorium equipped with visual aids, a photographic darkroom, seminar rooms, a lounge, and a kitchenette. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

HUNTER HALL, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, business, chemistry, economics, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is available for experimental purposes.

ELLEN BREWER HOUSE is a residence used by the Department of Home Economics. In small groups and under the guidance of an instructor, senior home economics majors gain actual experience in home management by living there. Named for Ellen Dozier Brewer, member of the faculty for 57 years, the Ellen Brewer House offers all the modern facilities of a home-like residence, including four bedrooms and baths, a students' study, an office for the supervisor, a living room, family room, and kitchen.

JONES HALL, named in honor of Wesley Norwood Jones and his wife, Sallie Bailey Jones, houses a recently renovated auditorium — a place of many functions for the college community and for off-campus groups as well. The building was renovated in 1978 for the use of speech, drama and art. A modern photographic laboratory and light studio and an art gallery were included in the renovations. Some music practice rooms, studios and classrooms are located in the building.

COOPER ORGAN, Meredith's first concert organ, is located in the auditorium of Jones Hall. The organ is named in honor of Harry E. Cooper, former Department of Music chairman for over 30 years, and was installed in 1970. It is a three-manual, 35-rank concert instrument with classic voicing, built by the Austin Organ Company. The organ is used for recitals, chapel services, teaching, and practice.

WEATHERSPOON PHYSICAL EDUCATION-RECREATION BUILDING, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, an indoor swimming pool, and offices for the Department of Health, Physical Education, and Recreation. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon.

VANN, STRINGFIELD, BREWER, FAIRCLOTH, POTEAT, HEILMAN, AND BAREFOOT RESIDENCE HALLS house 140-170 students each. The majority of the housing accommodations in these multiple-story residence halls follow the suite arrangment of two rooms and a bath for four students; two students occupying a room. The exceptions to this arrangment include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer and Faircloth. These rooms have a private bath for the two occupants. The fourth floors in Vann, Stringfield, Brewer and Faircloth do not always follow the exact suite arrangement but do offer comparable bath facilities. Some rooms on these floors house three students and some house one student.

Telephones are available on each floor, and students may have them installed in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls. The residence halls are named for Richard Tilman Vann; Oliver Larkin Stringfield; Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family respectively.

BELK DINING HALL, large enough to accommodate the student body; may be reached from most residence halls by covered breezeways. Dedicated in 1970, Belk Dining Hall was named in honor of Carol Grotnes Belk.

DELIA DIXON CARROLL INFIRMARY AND RESIDENCE HALL was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students. There are five rooms with private bath for two students and four rooms for three, two of which have a private bath and two which are joined by a bath. The first floor of Carroll houses the infirmary which has a nurse in residence and a doctor on call 24 hours a day for any medical needs that might arise. The infirmary is well-equipped, contains eight beds, and is completely air-conditioned.

MAE GRIMMER ALUMNAE HOUSE includes offices of the alumnae association, as well as bedroom suites for guests of the College. There are also a reception room and a kitchen for social events. For 36 years Mae Grimmer was executive secretary of the alumnae association, and the house is named in her honor.

FAW GARDEN, located between the Harriet Mardre Wainwright Music Building, Jones Hall, and Heilman Residence Hall, includes a partially enclosed courtyard of brick and garden areas. The garden, named in honor of the J. C. Faw family, includes a variety of evergreen and deciduous plants.

ELVA BRYAN McIVER AMPHITHEATER, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove to the south of Jones Hall, the amphitheater overlooks a four and a half acre lake. An island stage separated from the amphitheater by a moat is complete with lighting and sound systems, making the theater ideally suited for outdoor performances and general college programs. Named for Elva Bryan McIver of Sanford, North Carolina, the amphitheater was made possible by a bequest from this friend of the College.

CATE CENTER contains continuing education facilities, including the 240-seat Kresge Auditorium, offices for counseling and career services, the student supply store, snack bar, student government offices, student publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

MASSEY HOUSE is the on-campus residence of the president. It is occasionally used to entertain students and other constituents of the College. The house is named in honor of Dr. Luther M. Massey and his wife, Vivian Dawson Massey, in appreciation of their service to Meredith.

MARTIN EQUITATION ARENA is located behind Weatherspoon Physical Education-Recreation Building. A standard size show ring, the arena is equipped with a lighting and sound system and office. The arena was dedicated in 1976 in honor of Zeno Martin and Lorna Bell Broughton.

SHAW FOUNTAIN is positioned on the front center campus near the entrance to the administration building. The six water spouts control 10 water height stages and are illuminated by 20 multi-colored lights. Named in honor of Henry M. Shaw and his wife, Blanche M. Shaw, the 20-foot circular fountain was dedicated in 1974.

MEREDITH COLLEGE STABLES accommodate approximately 40 college-owned horses. Facilities are there for classroom sessions in equitation as well as for outdoor and indoor riding.

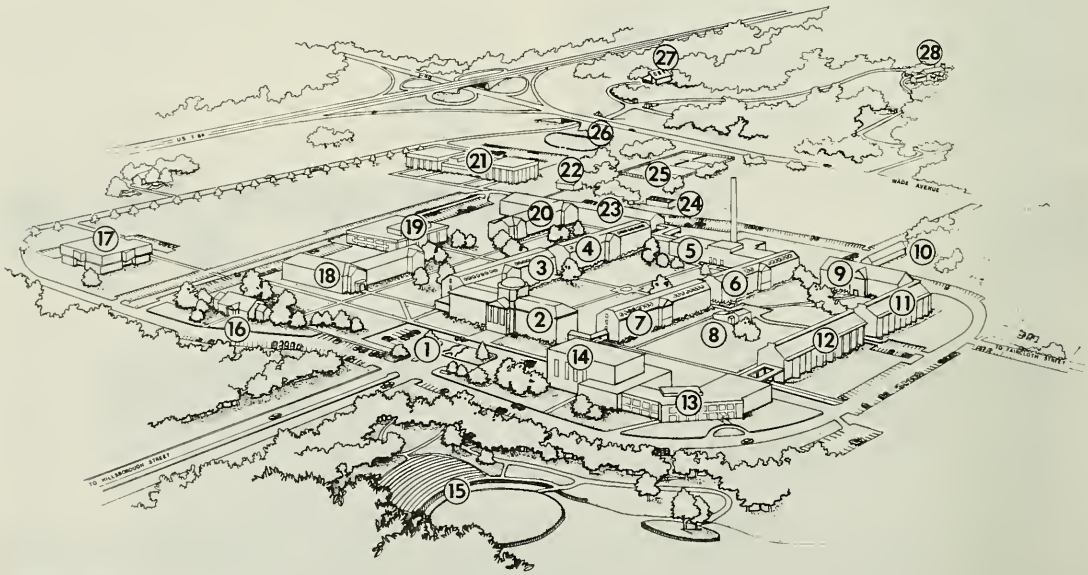
HARRIET MARDRE WAINWRIGHT MUSIC BUILDING, a two-story brick and masonry structure adjacent to Jones Hall, houses a music library, faculty lounge, five offices, three classrooms, eight practice rooms, and 22 teaching studios. Also included in the 21,000 square foot building is the 175-seat Clara Carswell Concert Hall named in honor of Mrs. Guy T. Carswell. The music and fine arts building, named in honor of Mrs. Irving H. Wainwright, was dedicated in 1977.

LOCATION

Located in central North Carolina, Raleigh, home of Meredith College, is a growing city of approximately 156,000 people. The campus, however, is on the western outskirts of the city, and the 225 acres are unspoiled by commercial or residential development. Situated at the junction of two major highways—U.S. 1 and 64 and Interstate 40—there is easy access to other major cities. The Raleigh-Durham Airport, serving the major airlines, is just eight miles from the campus.

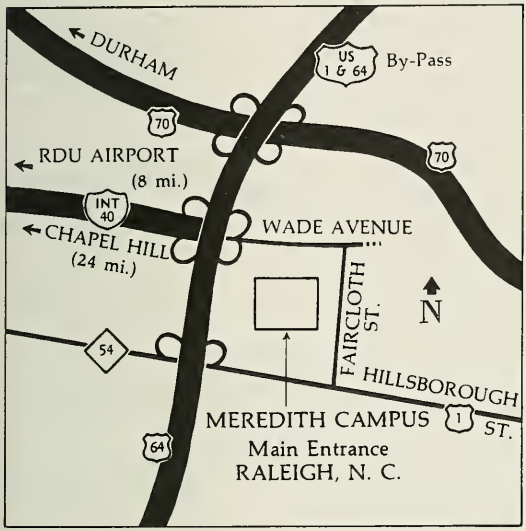
Raleigh is the center of an area known as the Research Triangle, composed of Raleigh, Durham, and Chapel Hill. Raleigh is also the home of North Carolina State University. Approximately 25 miles away is Chapel Hill, the site of the University of North Carolina. Duke University is 17 miles away in Durham. Wake Forest University, another major North Carolina university, is two hours away in Winston-Salem.

The state is proud of its scenic beauty, and Raleigh is centrally located so that both the lovely mountain ranges of western North Carolina and the beaches of the eastern part of the state are only two to three hours away. For several years students have organized vacation groups to take advantage of skiing opportunities while others enjoy the beaches of coastal North Carolina.



Campus Map

1. Shaw Fountain, 2. Johnson Hall (administration), 3. Vann Residence Hall, 4. Stringfield Residence Hall, 5. Belk Dining Hall, 6. Faircloth Residence Hall, 7. Brewer Residence Hall, 8. Temporary Art Studio, 9. Poteat Residence Hall, 10. Maintenance Shop, 11. Barefoot Residence Hall, 12. Heilman Residence Hall, 13. Harriet Mardre Wainwright Music Building, 14. Jones Hall (auditorium, drama, art), 15. Elva Bryan McIver Amphitheater, 16. Mae Grimmer Alumnae House, 17. Cate College and Continuing Education Center, 18. Joyner Hall (liberal arts, mathematics), 19. Carlyle Campbell Library, 20. Hunter Hall (science, home economics, business administration), 21. Weatherspoon Physical Education-Recreation Building, 22. Ellen Brewer Home Management House, 23. Delia Dixon Carroll Infirmary and Residence Hall (infirmary, first floor; residence, second floor), 24. Continuing Education Office, 25. Tennis Courts, 26. Zeno Martin Arena, 27. Meredith Stables, 28. Massey House (president's residence).



By Auto

Easy access to the Meredith College campus is provided by Interstate 40 and U.S. 1 and 64 (by-pass). The campus is situated on the western-most side of Raleigh and is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the south by Hillsborough Street, and on the west by U.S. 1 and 64 (by-pass). The campus front entrance faces Hillsborough Street, and appropriate highway markings are placed to guide the visitor to the campus.

ENROLLMENT FOR 1978-79

Fall, 1978 Degree Candidates (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	
Senior	301
Junior	294
Sophomore	384
Freshman	444
Total degree candidates	1,423
Non-degree students in credit courses	117
Non-degree students in non-credit courses	540
Total Enrollment, Fall, 1978	2,080
Summer Enrollment 1977	705
Degree candidates by state and foreign countries	
Alabama	1
Connecticut	1
Delaware	2
D.C.	1
Florida	12
Georgia	5
Illinois	2
Indiana	1
Kentucky	1
Maryland	18
Massachusetts	2
Montana	1
New Jersey	8
New York	5
North Carolina	1,312
Ohio	2
Oklahoma	1
Pennsylvania	6
South Carolina	11
Tennessee	8
Virginia	132
West Virginia	2
International students	6
TOTAL	1,423

ACADEMIC CALENDAR 1979-80

Fall Semester

	Fall 1979	
Arrival of new students	August	21
Change day		24
New student registration		25
First class day		27
Last day to add a course	August	31
Last day to drop with a "W" grade	September	21
Autumn recess begins at 5:00 p.m.	October	12
Classes resume at 8:00 a.m.		17
Mid-term reports due		12
Pre-registration conferences	October 22—November	16
Thanksgiving recess begins at 1:00 p.m.	November	21
Classes resume at 8:00 a.m.	November	26
Last class day	December	12
Examinations		13-19

Spring Semester

	Spring 1980	
Registration	January	8
First class day		9
Last day to add a class		15
Last day to drop with a "W" grade	February	5
Founders' Day		22
Mid-term reports due	February	29
Spring recess begins at 5:00 p.m.		29
Classes resume at 8:00 a.m.	March	10
Pre-registration	March 17 —	April 3
Easter recess begins after class Thursday	April	3
Classes resume at 8:00 a.m.		8

	Spring 1980	
Last class day	May	2
Examinations		3-9
Commencement		11

Summer School

	Summer 1980	
First session begins	May	19
First session ends	June	6
Second session begins	June	9
Second session ends	June	27
Third session begins	June	30
Third session ends	July	18

1979

AUGUST

		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1980

JANUARY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

MARCH

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL

		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
28	29	30				

MAY

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JULY

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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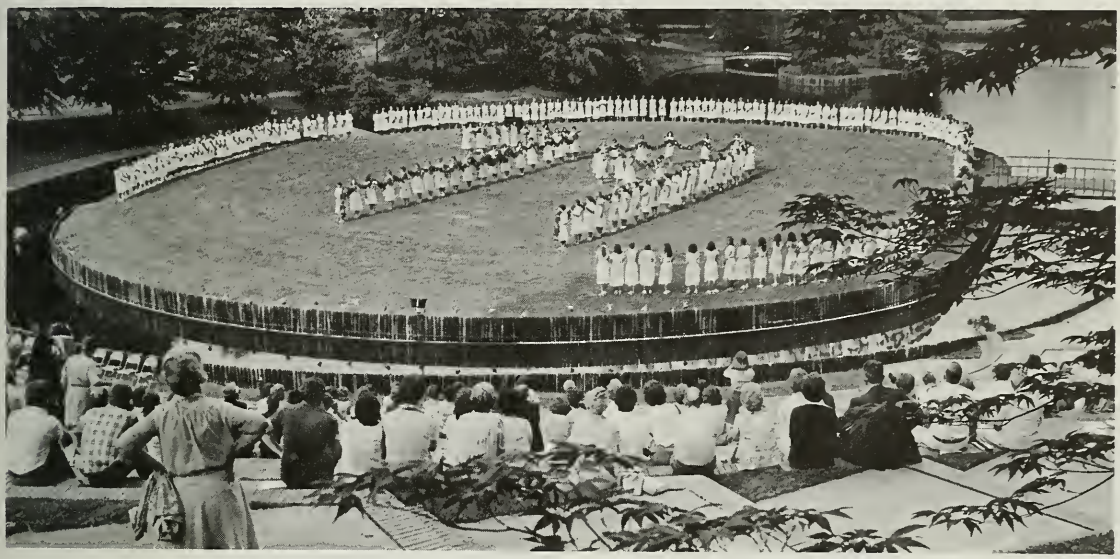
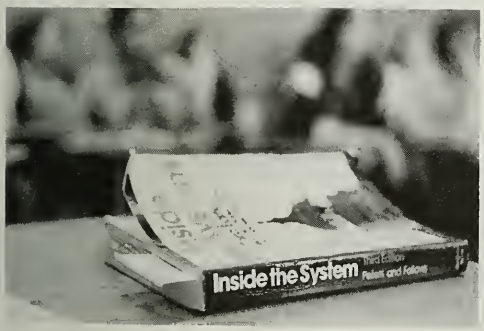
Meredith College Board of Trustees, 1979

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Third Edition

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